

Topic of Study – People Who Help Build Our Community

Introduction to Topic

On a daily basis, preschool children have many opportunities to see building going on in their communities. Family members may be involved in construction or a related field. Children are fascinated by construction and by the tools, equipment and machines that are used by builders.

As children are involved in this topic of study, help them become aware of the contributions made by the people who help build their community.

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity Plans for Adventures in Learning for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning*** is an Arkansas approved curriculum.
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about themselves and their uniqueness. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of the theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are three big ideas about people who help build our community you can help children explore:

- Builders construct places for people to live
- People build buildings where people work and where they go (offices, stores, banks, factories, schools, libraries)
- Builders use different vehicles, equipment and tools for building.

Materials to Collect and Make

- Pictures of buildings, construction sites, construction workers, tools, equipment and vehicles. Laminate or cover with clear self-adhesive. Place a strip of Velcro, felt or magnetic tape on the backs of the pictures.
- Chart paper and markers
- Children's books about people who help build our community:
Building a House by Byron Barton
The Three Little Pigs by Paul Galdone
Tool Box by Gail Gibbons
- Felt or magnetic board
Storytelling figures (felt or magnetic) for the book, *Three Little Pigs* (See Attachment: [The Three Little Pigs](#))
- Geoboards (purchased or made) (See Attachment: [Geoboards](#))
- Sanding Blocks (3 blocks, each with a different grade of sandpaper)
 - Use small blocks of wood that fit into the palm of a child's hand.
 - Wrap sandpaper around the block, overlapping the edges.
 - Fasten sandpaper with small nails.
- Newspaper logs:
 - Roll two sheets of newspaper into a tight roll.
 - Tape with masking tape to prevent unrolling. The completed roll is 1" to 3" in diameter.
 - Allow children to help make the rolls.
- Builder's Tools cube (See Attachment: [Builder's Tools](#))
- Builder's Tools cards (See Attachment: [Builder's Tools](#))
- Hammering Kit (purchased or made):
 - Cover a 2" thick, 12" square piece of foam with a piece of burlap fabric.
 - Provide golf tees and plastic hammers.
- Develop a painter's prop box: big brushes, paint rollers with pans, empty and clean buckets, and plastic aprons or large men's shirts with sleeves shortened.
- Make two small wooden sawhorses approximately 12" long and 9" high. Refer to the book, *Building a House*, for a picture of regular size sawhorses.
- Make a Match the Tools to the Outline game: Collect plastic building tools. On large poster board trace around the tools.

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- Geoboards and hammering kit can be purchased from school supply catalogs.

Introducing and Concluding the Topic

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

Introduction: Finding out what Children Know about People Who Help Build Our Community

To introduce the topic of “People Who Help Build Our Community” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about people who help build our community.”
- Write on chart paper, chalk board or marker board the words “People Who Help Build Our Community.”
- Invite children to tell you things they already know about people who help build our community. You may have to ask questions to stimulate their thinking; questions such as, “Can you name some buildings in our community? How do you think these buildings came to be? Who built them?”
- Make a list of all of the things children know about people who help build our community.
- Review the list with them and say, “You already know a lot of things about people who help build our community and we’ll find out even more.”
- Now ask children what they would like to know about people who help build our community and make a list of what they say.
- Keep the two lists until you have completed the topic of study.

Teacher Note: *Be familiar with any family members who are involved in building and incorporate this information into discussions about construction. Encourage children to contribute to the discussion by sharing what they know about their family and construction.*

What We Know about People Who Help Build Our Community	What We Would Like to Know about People Who Help Build Our Community	Things We Learned about People Who Help Build Our Community

Conclusion: Finding out What Children Have Learned about People Who Help Build Our Community

- Gather the children in a group at the conclusion of the study about people who help build our community.
- Write on chart paper, chalk board or marker board, “Things We Learned about People Who Help Build Our Community.”
- Invite children to tell you some things they have learned about people who help build our community. You may have to ask prompt questions such as “Can you tell me the name of some of the tools and equipment that builders use? Name some vehicles they drive? What does a carpenter do? A plumber?”
- Make a list of all the things children learned about people who help build our community.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about people who help build our community” and read today’s list with the children.

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

LF1.1 Understands and responds to language (in child's home language (vocabulary and language comprehension))

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (expressive vocabulary)

EL1.1 Shows interest in literacy experiences (engagement in literacy experiences)

EL3.1 Responds to features of books and print (print knowledge)

Book #1: *Building a House* by Byron Barton, author and illustrator

First Reading of *Building a House*

- Prepare to read the book, *Building a House*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and discuss the men on the cover and the part of the house they are building. Guide children to label the men as carpenters who are working on the roof.
- Encourage children to discuss their first hand experiences with construction
- Read story so all children can see the pictures in the book.
- Show the first two pages and involve children in discussing who the two men are and what they are doing. (They are surveyors. They will determine where on the land the house will be built.)
- Ask children how they think the two vehicles they see will be used to build the house.
- Read the story, pausing to allow children to comment on the pictures.
- Follow up by inviting children to discuss their favorite part of building a house. What would they like to do to help build a house? Show pictures in the book to stimulate discussion.

Second Reading of *Building a House*

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pictures and inviting children to name the tools, equipment, machines and vehicles that are involved in building a house.
- Show children the page across from the words, "Builders hammer and saw." Ask them if they know what is holding the board the man is sawing in half. (Sawhorses). Ask children why they think they are called sawhorses. Accept all answers.

Additional Learning Goal:

ST3.2 Uses tools and engineering practices to explore and solve problem (knowledge and use of tools)

Third Reading of *Building a House*

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up by inviting children to look at the pictures and discuss the steps involved in building a house from beginning to end.
- Show the pictures and supply words as necessary. Use terms such as "First, the surveyors surveyed the land to decide where to put the house." "Next, a machine dug a big hole."
- Ask children how long it takes to build a house; beginning with the survey through the painting. Accept all answers.

Additional Learning Goal:

ST2.1 Demonstrates knowledge of core science ideas and concepts (system parts and wholes)

ST3.2 Uses tools and engineering practices to explore and solve problems (knowledge and use of tools and engineering practices and thinking)

Book #2: *Tool Book* by Gail Gibbons, author and illustrator

First Reading of *Tool Book*

- Prepare to read the book, *Tool Book*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and name the tools they know. Ask if they remember some of the same tools that were in the book, *Building a House*.
- Read the book so all children can see the pictures.
- Encourage children to name the tools on each page.
- Follow up by inviting children to discuss their experiences with tools and builders. What are some tools they have at home? Who uses the tools? What do they use the tools for?

Second Reading of *Tool Book* (Small Group)

- Gather a small group of children, three to five.
- Show the cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and involving children in naming and discussing the functions of the different types of tools. For example, name and discuss the tools that are used for measuring so things will fit and the tools that are used for cutting.

Book #3: *The Three Little Pigs* by Paul Galdone, author and illustrator

First Reading of *The Three Little Pigs*

- Prepare to read the book, *The Three Little Pigs*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Explain to children that this is a story about three little pigs and the houses they built. Ask children if they think pigs can really build houses. Accept all answers.
- Read story so all children can see the pictures in the book.
- Follow up with questions such as, "What surprised you about the story? What was your favorite part? Which house was the strongest; the one of straw, of sticks, or of bricks?"
- Read the first page that begins, "Once upon a time....." Show the pictures and ask children how they think the mother felt about sending her little pigs off to seek their fortune. How did the pigs feel? Make sure children can see the pictures, especially the tears on the mother's face and the faces of the pigs.

Teacher Note: *Read the book in advance. If you are uncomfortable with the wolf eating the first two pigs, consider changing the story so that the pigs run away. You may elect to read another version of the story,*

Additional Learning Goal:

SE2.2 Interprets and responds to the feelings of others (*emotion understanding*)

Second Reading of *The Three Little Pigs*

- Show the cover, give title, author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting the children to tell the story by looking at the pictures

Third Reading of *The Three Little Pigs*

- Show cover. Invite children to recall the title. Give author and illustrator.
- Invite children to help you read the story by saying what each character in the story says and the phrases that repeat.
- Read story so all children can see the pictures in the book.
- Thank children for helping you read the story.

Fourth Reading of *The Three Little Pigs*

- Show cover. Give title, author and illustrator.
- Invite children to help you read the story as you did in the **Third Reading**.
- Read story so all children can see the pictures in the book.
- Follow up the fourth reading by involving children in dramatizing the story.
- Invite children to volunteer for each part. Respect children's choice of level of involvement. Some may only choose to be a part of the audience.
- Involve children in deciding on props. For example, straw, sticks and bricks (blocks) could be simple props. You and the children may decide that no props are necessary.
- Involve children in discussing who the main characters are in the story (the 3 pigs and the wolf), what is the plot (the pigs want to build their houses and the wolf wants to eat the pigs), and the series of events (which house was built first, what happens, and so forth to the end).
- Serve as narrator and prompt children when necessary.
- Allow children to present the drama to other children in their own creative way.
- Allow reenacting with different children playing the parts. The attention span of the children will determine if this takes place the same day or another day.
- Make some props available for children's independent play. For example, place straw, sticks and bricks (blocks) in the Block Center. This will allow children who didn't choose to perform for others an opportunity to play a part without an audience.

Teacher Note: *Keep creative drama simple, child-centered, free from pressure and fun for all the children. Remember that children, not adults, are the audience.*

Additional Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*drama concepts*).

Additional Books

Building a House by Byron Barton

Construction Zone by Tana Hoban

How a House is Built by Gail Gibbons

If I Built a House by Chris Van Dusen

Toolbox by Ann Rockwell

Tools by Ann Morris, photos by Ken Heyman

Language and Literacy Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

CA1.1 Explores through listening, singing, creating and moving to music

Johnny Works with One Hammer

Johnny works with one hammer (pretend to hammer with one fist)

One hammer, one hammer, one hammer.

Johnny works with one hammer,

Now he works with two. (pretend to hammer with two fists)

Continue with

two hammers (use both fists)

three hammers (use two fists and one foot)

four hammers (use two fists and two feet)

five hammers (use two fists, two feet, nod head)

Then he goes to sleep.

(close eyes, put head on folded hands)

A Builder We Will Be

(Sing to tune of "The Farmer in the Dell" and suit actions to words)

A builder we will be,
A builder we will be.
Hi ho the dairy-o.
A builder we will be.

We'll dig up all the dirt,
We'll dig up all the dirt.
Hi ho the dairy-o.
We'll dig up all the dirt.

We'll measure all the boards,
We'll measure all the boards.
Hi ho the dairy-o.
We'll measure all the boards.

We'll saw the boards in half,
We'll saw the boards in half.
Hi ho the dairy-o.
We'll saw the boards in half.

We'll hammer in the nails,
We'll hammer in the nails.
Hi ho the dairy-o.
We'll hammer in the nails.

We'll turn the screw this way,
We'll turn the screw this way.
Hi to the dairy-o.
We'll turn the screw this way.

This Is the Way the Builders Build

(Sing to tune of Mulberry Bush and match actions to words)

This is the way the builders build,
The builders build, the builders build.
This is the way the builders build.
When they build a house.
This is the way they dig up the dirt,
Dig up the dirt, dig up the dirt,
This is the way they dig up the dirt.
When they build a house.

This is the way they hammer a nail,
Hammer a nail, hammer a nail.
This is the way they hammer a nail,
When they build a house.

This is the way they saw the board,
Saw the board, saw the board.
This is the way they saw the board,
When they build a house.

This is the way they drill the hole,
Drill the hold, drill the hole.
This is the way they drill the hole,
When they build a house.

Learning Goal:

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

Storytelling Figures: *The Three Little Pigs* (See Attachment: [The Three Little Pigs](#))

- Make either felt or magnetic storytelling figures for the story, *The Three Little Pigs*.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Learning Goals:

SE1.2 Interacts with peers (*social skills*)

PH3.2 Shows awareness of safe behavior (*understanding of safety rules and practices*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension and follows directions*)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (*expressive vocabulary*)

ST3.2 Uses tools and engineering practices to explore and solve problems (*knowledge and use of tools*)

Activity: Real Tools that Builders Use (Small Group)

- Bring a collection of tools that builders use to the classroom. Select only those tools that you know you can safely allow children to examine.
- Gather a small group of children, three or four.
- Establish with the children the procedures and rules for this activity. For example:
 - Each child will have a turn to hold and look at the tool.
 - Give the tool to another child when the teacher says to do so.
 - Return the tool to the teacher when she says to do so.
 - Explain to children which tools they will be allowed to play with and which ones will be put away.
- Have tools in a container such as a tool box or a bag.
- Bring out one tool at a time and ask children to name it. If they do not know the name of the tool, tell them what it is.
- Allow each child a turn to examine the tool.
- Discuss with the children how the tool is used and encourage them to share their experiences with the tools.

Teacher Notes:

- *Assure all children in the room that they will have a turn to examine the tools and follow through with this. It will be best if all children have a turn on the same day.*
- *Provide as many real tools for children as possible for them to safely handle.*
- *Determine which tools children can safely play with and place them in different learning centers. Lock the other tools in a cabinet or in your car.*
- *Some classrooms have woodworking/construction centers with real tools. If your classroom has sufficient staff to supervise this center, this area is much enjoyed by children.*

Activity: Builder's Tools Cube (See Attachment: [Builder's Tools](#))

- Make a "Builder's Tools" cube as follows:
 - Carefully fill an empty cube shaped tissue box with several sheets of crumpled newspaper to make your cube move durable.
 - Cover the cube with colored paper.
 - Glue a picture and word label of builder's tools to each side of the cube; for example: hammer, pliers, saw, tape measure, adjustable wrench, screwdriver..
- Help the children name all of the tools on the cube.
- Ask a child to toss the cube and name the tool.
- Continue with each child having a turn to toss the cube.
- Involve children in discussing how the tool is used in construction.

Activity: What Would You Use? (See Attachment: [Builder's Tools](#))

- Read the book, *Tool Book*, with the children as an introduction to this activity.
- Gather a felt or magnet board and the Builder's Tools cards.
- Give each child one of the Builder's Tools cards.
- Explain to children that you will present a situation and they will decide which tool to use by placing their card on the board. Let children know that more than one child may have the correct tool.
- Say to children, "What would you use to....."
 - Measure a board? (tape measure, rule, folding ruler)
 - Cut a board into two pieces? (hand saw)
 - Nail two boards together (hammer and nails)
 - Put screws into wood? (screwdriver)
 - Dig a hole? (shovel)
 - Chop down a tree? (ax)
 - Grip a wire? (pliers)
 - Drill a hole in a piece of wood? (brace and bit)
 - Turn a screw? (adjustable wrench)
 - Hold a board in place? (vise)
 - Protect your hands? (work gloves)
 - Protect your head and hands? (hard hat and work gloves)

Additional Learning Goal:

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

Learning Goals:

SE1.2 Interacts with peers (*social skills*)

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

Activity: Builder's Tools Concentration (Small Group) (See Attachment: [Builder's Tools](#))

- Make pairs of builder's tools cards. Laminate or cover the cards with clear adhesive for durability.
- Gather a small group of children to play the game.
- Place the cards face up, show to children, and have them name the tools.
- Turn the cards face down and mix them up.
- Explain to children that each will have a turn turning over a card, naming the tool, and trying to find the matching card. Demonstrate if necessary.
- Allow each child a turn.
- Put aside cards when a match is found.
- Continue playing the game as long as the children remain interested.

Teacher Notes:

- *Begin with a small number of matching cards and add more as children seem ready to play the game with additional pairs.*
- *Remember that the object of the game is for children to develop short term and working memory skills and that there are to be no winners or losers.*
- *Allow the children to play the game independently.*

Activity: What's Missing?

- Show children three tools that are used in construction; a ruler, pliers and adjustable wrench, for example.
- Invite children to name the objects.
- Ask children to close their eyes.
- Remove one object from the array.
- Invite children to open their eyes and say what's missing.

Teacher Notes:

- *Increase the number of tools as children become more skilled in this activity.*
- *Use real tools, not pictures.*

Activity: Do You Remember?

- Show children a collection of tools that are used in construction; a ruler, pliers, adjustable wrench and a screwdriver, for example.
- Invite children to name the objects.
- Cover the objects with a cloth and invite children to recall the objects.
- Remove the cloth and ask them if they remembered correctly.

Teacher Note: *Supervise this activity very carefully and put away any objects that are not safe for children to use independently.*

Science/Discovery and Math

Learning Goals:

PH2.1 Demonstrates fine motor strength, control and coordination

MT4.1 Explores and describes shapes and spatial relationships (*shape knowledge*)

Activity: Geoboards

- Introduce geoboards to the children. (See Attachment: [Geoboards](#) for information on how to make the boards.)
- Begin by placing geoboards on the table with rubber bands.
- Allow children to explore and experiment with the boards and rubber bands.
- Invite children to use a rubber band to make a shape on the board. For example, say, "Can you use a rubber band to make a triangle?" "Now can you make a square?"

Teacher Note: *Provide an outline of the different shapes on cards as a visual cue for children. Label the shapes on the cards. Show the child a card and say, "Can you make a triangle like this one?"*

Learning Goals:

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordinates movements to use tools

ST1.1 Engages in the scientific process to collect, analyze, and communicate information
(*investigation and hypotheses testing*)

Activity: Sanding Blocks

- Introduce children to sanding blocks. (See **Materials to Collect and Make** for information on how to make the sanding blocks.)
- Provide rough wood pieces without splinters and sanding blocks.
- Allow children to explore and experiment with the wood and the sanding blocks.
- Discuss with children that the sanding blocks can be used to make the wood pieces smooth and demonstrate how to use the sanding blocks if the children seem to need this guidance.

Teacher Note: *Cover the table with newspaper to make cleanup easier.*

Activity: Rubbings of Building Surfaces

- Provide each child with a piece of paper and crayons that have the paper peeled off.
- Take children on walk outside of the building. Discuss with them the different types of materials the building is made of.
- Invite children to make rubbings of the different building surfaces. If necessary, demonstrate how to make a rubbing.
- Compare and discuss the rubbings of the different surfaces.

Food/Nutrition Experience**Learning Goals:****PH2.1 Demonstrates fine motor strength, control and coordination****PH2.2 Adjusts grasp and coordination to use tools (*utensils*)****PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices**
(*exploration of food experiences*)**Activity: Building a Yogurt Sundae**

- Gather nonfat frozen vanilla flavored yogurt (1/2 cup per child), ½ banana per child, and Grape Nuts cereal in a bowl with a serving spoon.
- Provide each child a small bowl, ½ banana, table knife, teaspoon and napkin.
- Measure ½ cup yogurt into each child's bowl.
- Ask children to peel bananas, slice and place on top of yogurt.
- Pass around the bowl of cereal and invite each child to take a spoonful and put it on top of the yogurt and banana slices.
- Eat and enjoy.

Teacher Notes:

- *Allow children to do as much of this food experience as possible.*
- *Teachers and children should always wash hands before participating in a food experience.*
- *Consider using other fruit such as pineapple tidbits for a variation of this activity. Plain yogurt can be used instead of frozen.*

Movement/Physical Education

Learning Goals:

PH1.2 Shows stability and balance (*core stability*)

PH1.3 Demonstrates gross motor manipulative skills (*catching and striking*)

PH2.1 Demonstrates fine motor strength, control and coordination

LD1.1 Understands and responds to language (in child's home language) (*follows directions*)

Activity: Drop and Catch the Ball

- Provide one 10-inch rubber ball per child for this activity. If there is not one ball for each child, have other activities for children without a ball.
- Give the children the following instructions:
"Hold the ball out in front of your body. Drop the ball and catch it."
Allow children to practice dropping and catching the ball.
Say, *"Can you bounce the ball hard and catch it?"*



Activity: Bounce the Ball to a Buddy

- Demonstrate bouncing a ball to a child.
- Stand about 8 feet from the child.
- Give children the following instructions:
"Watch the ball.
Get your hands and arms ready to catch.
Reach for the ball as it bounces to you.
Now bounce the ball back to me."
- Provide one ball for two children who will be "bouncing buddies."
- Give the following instructions about bouncing.
"One good bounce to your buddy, but not over his/her head. You want your buddy to catch the ball"
- Allow the children to bounce the ball back and forth to each other.

Teacher Note: *Observe and assist children who are having a difficult time bouncing and catching the ball.*

Additional Learning Goal:

SE1.2 Interacts with peers (*social skills*)

Activity: Dribbling

- Demonstrate and explain dribbling to the children.
 - *“Stand with your feet slightly apart and knees bent.*
 - *Hold the ball in front of your body.*
 - *Drop the ball.*
 - *Push the ball down with the tips of your fingers. (Not palms of hand)*
 - *When the ball bounces back up, use your fingertips to gently push the ball back to the floor.*
 - *Let’s see if we can bounce the ball once.”*

Repeat bouncing the ball once until children are successful.

- *“Now let’s see if we can bounce the ball two times without stopping.” (Repeat)*
- *“Let’s see if we can bounce the ball three times without stopping.” (Repeat)*

Practice with the children.

Allow children to practice on their own.

Remind children to *“Keep the ball no higher than your knees.”*



Teacher Note: *Pushing the ball gently and keeping the ball no higher than knees helps children better control the ball.*

Activity: Move and Dribble

- Allow children many opportunities to practice dribbling the ball as they stand in one place.
- Challenge children to dribble while walking.

Teacher Notes:

- *Some children may be able to dribble while walking while others will not.*
- *Include bouncing and dribbling activities throughout the program year. Children need lots of practice in order to develop these skills. Help each child be successful at whatever level they are in developing the skill of bouncing, catching and dribbling a ball.*

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Learning Goals:

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*planning*)

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordinates movement to use tools (*writing and drawing tools and scissors*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Art

Activity: Building Box Structures

- Collect sturdy boxes of various sizes, from small jewelry boxes, to cube shaped tissue boxes, to shoe boxes.
- Involve children in sealing the boxes with tape.
- Suggest that children build a structure by gluing the boxes together.
- Provide markers, tempera paint, brushes, collage materials, paper scraps and scissors, and encourage children to decorate their structures with these materials.
- Invite children to dictate a label or a statement about their structure. Record what they dictate on a card. Invite children to write their names on their card.
- Provide a space for children to display their creations.

Activity: Wood Scrap Sculptures

- Provide wood scraps, wood spools and other small wooden shapes.
- Provide each child with a flat piece of wood about 8" to 10" long to use as a base for their sculpture, plus glue.
- Encourage children to create a wood sculpture of their own design.
- Remind children that only a small amount of glue is needed to make the wood pieces stick to each other.
- Allow this project to take place over several days if children remain interested.
- Invite children to dictate a label or a statement about their structure. Record what they dictate on a card. Invite children to write their names on their card.
- Provide a space for children to display their sculptures.

Activity: Sand Paper Pictures

- Provide full sheets of sand paper, sheets of unlined paper and crayons.
- Suggest that children place a sheet of paper over the sand paper and create a drawing, then create a drawing without the sand paper under the paper.
- Invite children to compare and discuss the two drawings.

Teacher Note: *Building Box Structures and Wood Scrap Sculptures would be considered 3-D art.*

Block Center

- Add cardboard brick blocks to the center.
- Add a bundle of small sticks and bundles of straw.
- Add small sawhorses. (See **Materials to Collect and Make** for information on how to make sawhorses.)
- Add PVC pipe, 4" to 6" in length, and connectors
- Add blueprints.
- Add newspaper logs to the center. (See **Materials to Collect and Make** for information on how to make newspaper logs)
- Add ruler and cloth tape measure to the center. Join children as they build with unit blocks. Guide them to see that each block is a unit of another block.
- Post, at children's eye level, pictures of different types of buildings on the wall in the center; houses, hotels/motels, churches, library, and supermarket, for example. Add pictures of buildings under construction.

Teacher Note: *Unit blocks should always be available in the block center. Other types of blocks can be added and rotated.*

Library/Book Corner

- Add books about people in the community who are builders.
- Add pictures of tools used by builders (lamine or cover pictures with self stick adhesive)
- Add storytelling figures for *The Three Little Pigs* and a story board

Home Living/Dramatic Play

- Add a tool box with tools you feel are safe for children to use independently: cloth tape measure, ruler, adjustable wrench, work gloves, hard hat, and carpenter's pencils.
- Add a tool belt
- Add a carpenter's apron

Manipulatives

- Add plastic tools and Match the Tools to the Outline poster board.
- Add construction worker puzzles
- Add Bristle Blocks
- Add hammering kit (purchased or made) (See **Materials to Collect and Make** section for information on how to make a hammering board)
- Add a small basket with a regular pencil, a carpenter's pencil and unlined paper. Suggest that children write their names with both pencils and decide which is easiest to write with.

Water table or tub

- Add PVC pipe and connectors.
- Add plastic plumbing pipe to the water table or tub.

Sand table or tub

- Substitute wood shavings for sand. (Wood shavings can be purchased at pet stores)
- Include containers and scoops.

Science/Discovery

- Add geoboards, rubber bands and cards with shape outlines to the center.
- Add wood pieces and sanding blocks. Cover table with newspaper to make cleanup easier.

Learning Goal:**SE2.1 Experiences, expresses, and regulates a range of emotions** (*emotional regulation*)**Quiet Corner**

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

Outdoors

- Add a painter's prop box. Put water in the buckets. Encourage children to paint the sides of the building.
- Suggest that children notice what happens to the water on the building. (It evaporates)

Transition Activities**CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*adjusts behavior to match context*)**Activity: Who Has This Tool?**

- Provide a felt, Velcro or magnetic board.
- Use the pairs of Builder's Tool cards (See Attachment: [Builder's Tools](#))
- Keep one of the sets and give each child a card from the other set.
- Show your card and ask the children, "Who has this tool?" Ask children to name the tool and place the card on the board.
- Child transitions to the next activity.

Activity: Name the Tool

- Use the Builder's Tools cube for this transition activity.
- Allow each child a turn to toss the cube and name the tool on top.
- Child transitions to next activity.

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about people in the community who are builders. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of construction tools, machinery and vehicles.
- Send home the titles and authors of some of the children's books about people in the community who are builders. Suggest that they look for these books in the local library, check them out and read them with their child.
- Invite a family member who is in construction to come in and bring some of the tools he uses. Discuss with the person in advance what you expect and how to make sure the activity is safe for the children.