Children in your classroom live with their families in different types of communities. For example, each community is different in setting, size and services provided.

When children enter your classroom they become part of another community; the classroom community which is also a part of the center/school community. Teachers and caregivers are responsible for creating a place where children can come together each day and feel safe and know that they are a valued member of the classroom community.

During this topic of study children will learn more about the community in which they live with their family and the classroom and center/school community.

The activities suggested in this topic of study for the classroom community are appropriate for any group of children. When planning activities that focus on the community in which children live with their families, you will want to adapt the activities for your particular group of children.

Here are four big ideas about communities you can help children explore:

- I live in a community with my family.
- I live in a classroom community which is also part of a center/school community.
- People living in communities learn to live, work and play together.
- Different communities offer different types of services for the people who live there.

- Children’s books about communities
  *Froggy Goes to School* by Jonathan London, illustrated by Frank Remkiewicz
  *Curious George Visits the Library* by Margret and H. A. Rey
  *Curious George and the Dump Truck* by Margret and H. A. Rey

- Felt or Magnetic Board
  Storytelling figures (felt or magnetic) for the book, *The Kissing Hand* locate at A Story a Month on the Arkansas Better Beginnings website.

- Rhythm sticks, either made or purchased. See page 18 for information on how to make rhythm sticks.

- Library Prop Box: several children’s books, cards with the name of one of the books on each card, a date stamp, stamp pad and pencils

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(Note: Add plenty of lines)
- Post Office/Mail Carrier Prop Box: mail bag, mail box made from shoe box with large slot in lid, paper, pencils, junk mail, junk mail stamps and stickers, name cards for each child, envelopes, shirt with a US Post Office label on pocket
- Barbershop/Hairdresser Prop Box: empty plastic shampoo bottles with labels, wigs on stands, curlers and pins, hair dryer (minus electric cord), towels, basin, smocks, sign with services provided and prices, hair styling magazines for the waiting room
- Service Station/Car Wash for outdoors: Attach a piece of rubber or plastic hose to a long, cylindrical box and write numerals near the top with markers. Add a few rags and a bucket.

**Teacher Note:** Select the prop boxes that are of most interest to your children and for which you have the most props. Prop boxes can be added to the Dramatic Play center throughout the program year and do not necessarily have to relate to the current Topic of Study.

**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.
- Rhythm sticks (lumi sticks) can be ordered from equipment catalogs and from school supply catalogs.
- Contact your local library for information about the services available for families, especially children’s programs. Ask for printed information that you can share with families, including information on how to obtain a library card. Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website.

  ✓ A Story a Month – The Kissing Hand (patterns for storytelling figures)

**Introduction: Finding out What Children Know about Communities**

**Benchmarks:** 3.5 Understands that print conveys a message  
5.8 Participates in group discussion

To introduce the topic of “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 two types of communities; our classroom community and the community in which we live with our families.”
- Explain to children that in a community people live, work and play together.
- Write on chart paper, chalkboard or marker board the words “Our Community.”
- Invite children to tell you some things they do together in the classroom community. Examples include: sing, read stories, play games, eat, work and play in learning centers, and play together outdoors
- Say, “You also live in a community with your family. Can you tell me about the people and places in your neighborhood?” You may have to ask prompt questions such as, “Who lives near you?  How is garbage collected in your neighborhood? Who delivers your mail?”
- Review the list with them and say, “You already know a lot of things about our classroom...
community and the community in which you live with your family and we'll learn even more.”

- Keep the list until you have completed the topic of study.

Conclusion: Finding out What Children have Learned about Communities

- Gather the children in a group at the conclusion of the study about communities.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Our Community.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “What are some things we did together in our classroom this week?” “How did we help each other?” “Who are people in the community who help you and your family?”
- Make a list of all the things children learned about communities.
- Read the first list you made with the children. Then say, “Here are some new things you found out about communities” and read today’s list with the children.

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1  Froggy Goes to School by Jonathan London, illustrated by Frank Remkiewicz

First Reading of Froggy Goes to School

- Prepare to read the book, Froggy Goes to School
- 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 predict what story is about. Ask, “What are some things you think Froggy will do at school?”
- Read story so all children can see the pictures in the book.
- Follow up by inviting children to name everyone who is in the classroom and school community: Miss Witherspoon, teacher, classmates Turtle, Beaver, and Duck, and Mr. Mugwort, principal.

Teacher Note: Before reading the story with children, discuss with them that in a classroom community we read books together.

Second Reading of Froggy Goes to School

- Prepare to read the book, Froggy Goes to School
- Invite children to recall the title. Give author and illustrator.
- Ask children if they recall who was in Froggy’s classroom. Who visited the classroom?
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by turning to the page where Miss Witherspoon and the children are in a circle telling what they did last summer. Ask the children to stand up. Clap your hands like Miss Witherspoon does. Ask children to join you in saying and doing what Froggy did as he learned to swim: “Bubble, bubble, toot, toot. Chicken, airplane, soldier.”

Teacher Note: Children may be familiar with other Froggy books such as Froggy Gets Dressed.

Book #2  Curious George Visits the Library by Margret and H. A. Rey, author and illustrator

First Reading of Curious George Visits the Library

- Prepare to read the book, Curious George Visits the Library
- 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.)
Ask children if they know what the word curious means. Explain that being curious means wanting to know about things.

Invite children to predict what they think George will be curious about in the library.

Read the story so all children can see the pictures in the book.

Follow up by asking children if their predictions about George’s curiosity were correct. What were some things he was curious about?

Invite children to share their experiences in going to the library. Were they anything like George’s experiences? Have they ever been to story hour at the library? What happened to George during story hour? Show pictures of George during story hour to stimulate discussion.

**Second Reading** of *Curious George Visits the Library*

- Prepare to read the book, *Curious George Visits the Library.*
- Show cover and invite children to recall the title. State author and illustrator.
- Invite children to recall some of the things that happened to George when he visited the library.
- Read the story so all children can see the pictures in the book.
- Follow up the **Second Reading** by involving children in naming the kinds of books George likes (dinosaurs, trucks, elephants, boats, kites, baking cakes, cranes and planes).
- Show the pages (10-13) and prompt children by reading about the types of books George is choosing.
- Invite children to discuss the types of books they like to read. Are they the same as George’s?

**Third Reading** of *Curious George Visits the Library*

- Prepare to read the book, *Curious George Visits the Library.*
- Read the story so all children can see the pictures in the book.
- Follow up the **Third Reading** by inviting children to discuss the trouble that George got into in the library. Who helped George get out of trouble?
- Show appropriate pictures to help children recall and discuss George’s troubles.
- Involve children in discussing appropriate behavior in the library.

**Book #3** *Curious George and the Dump Truck* by Margret and H. A. Rey, author and illustrator

**First Reading** of *Curious George and the Dump Truck*

- Prepare to read the book, *Curious George and the Dump Truck*
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the story and the illustrator is the person who draws the pictures.)
- Ask children if they remember what the word “curious” means. Explain that it means wanting to know about things.
- Show the cover and ask children what they think the dump truck is used for.
- Read the story so all children can see the pictures in the book.
- Stop after reading the page with these words, “Some workmen with a big truck were fixing the holes in the street.” Ask children if their predictions about the dump truck were correct.
- Continue to read the story, pausing after reading the page where George is pulling all the levers and ask children what they think will happen now.
- Continue to read the story to the end.
- Follow up by involving children in discussing the following questions: “How do you think the workers felt when they saw the mess George had made?” “How do you think George felt when the workers shouted ‘Grab that monkey!’?” “How did George help the police catch the robbers?”
Second Reading of *Curious George and the Dump Truck*
- Prepare to read the book, *Curious George and the Dump Truck*.
- Show cover and invite children to recall title. State author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the Second Reading by involving children in discussing what they know about street, road and highway repairs. Have they seen people repairing streets or highways? Describe some things they observed.

Third Reading of *Curious George and the Dump Truck*
- Prepare to read the book, *Curious George and the Dump Truck*.
- Show cover and give title, author and illustrator.
- Invite children to recall what George did in the dump truck that got him in trouble.
- Read story so all children can see the pictures in the book.
- Follow up the Third Reading by showing each page and having children tell the story by looking at the pictures.

Additional Benchmark: 3.2 Uses picture cues to tell a story

Additional Books
- *A Letter to Amy* by Ezra Jack Keats
- *Career Day* by Anne Rockwell
- *Check It Out! The Book about Libraries* by Gail Gibbons
- *D. W.'s Library Card* by Marc Brown
- *The Jolly Postman* by Janet and Allan Ahlberg
- *Maisy Goes to the Library* by Lucy Cousins
- *The Post Office Book: Mail and How It Moves* by Gail Gibbons

Language Materials and Activities

**Storytelling Figures: The Kissing Hand**
- Make either felt or magnetic storytelling figures for the book, *The Kissing Hand*.
- Use the storytelling figures to tell the story.
- Discuss with children some of the things that Chester’s mother said he and the children would do together at school. Ask children if these are some of the things they do in their classroom.
- 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.

**Benchmarks: 3.1 Shows enjoyment of books and stories and discussion of them**

**Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)**

**5.5 Participates in songs, finger plays, rhyming activities and games**

Introduce a song or finger play by telling children that these are things that we do together in a classroom community.
Letter for Me

One, two, three, four, five,
Letters for my family.
Six, seven, eight, nine, ten,
And one is for me!

Books to Explore

One book, two books, three books, four,
Five books, six books, seven books more,
Eight books, nine books, ten books galore,
All are waiting for me to explore!

Books

Books about cats,
Books about dogs,
Books about monkeys,
Books about frogs.

Books for brother and sister,
Books for mom and dad,
But, best of all, books for me,
Are waiting to be read!

We Came to School Today

Jonathan, James, Kennedy and Jill,
Came to school today.
Ashley, Maria, Juan and Sarah
Learn together as they play.

Teacher Note: Substitute the names that are underlined with the names of the children in your class. Repeat as many times as necessary so all children are named.

Teacher Note: See page 18: Tips for Introducing Music to Children

If You’re Happy

If you’re happy in our classroom, clap your hands (clap, clap)
If you’re happy in our classroom, clap your hands (clap, clap)
If you’re happy in our classroom, then let your face show it (smile)
If you’re happy and you know it, clap your hands. (clap, clap)

If you like to play in centers, shout hooray. ("Hooray!")
If you like to play in centers, shout hooray. (Hooray!"
If you like to play in centers, and want to play today,
If you like to play in centers, shout hooray. ("Hooray!"
If you like to hear our stories, say, “Yes, I do!” (“Yes, I do!”)
If you like to hear our stories, say, “Yes, I do!” (“Yes, I do!”)
If you like to hear our stories, and want to hear some more, (Shake head “Yes”)
If you like to hear our stories, say, “Yes, I do!” (“Yes, I do!”)

If you like to sing together, sing, “Oh, yes!” (“Oh, yes!”)
If you like to sing together, sing, “Oh, yes!” (“Oh, yes!”)
If you like to sing together, and sing your favorite song,
If you like to sing together, sing, “Oh, yes!” (“Oh, yes!”)

If you like to go outside, say, “I can’t wait!” (“I can’t wait!”)
If you like to go outside, say, “I can’t wait!” (“I can’t wait!”)
If you like to go outside and run and play with friends, (Make running motions with fingers)
If you like to go outside, say, “I can’t wait!” (“I can’t wait!”)

If you’ve had a good time today, say, “Yes I did!” (“Yes I did!”)
If you’ve had a good time today, say, “Yes I did!” (“Yes I did!”)
If you’ve had a good time today, and you want to come back and play, (Thumbs up)
If you’ve had a good time today, say, “Yes I did!” (“Yes I did!”)

Good to Have You with Us Chant

It was good to have you with us today.
It was good to have you, (child’s name).
It was good to have you with us today.
I’ll (we’ll) see you in the morning (on Monday).

Teacher Note: Sing this song or say this chant as children are leaving to go home.

This Is the Way
(Sing to the tune of Mulberry Bush)

This is the way we sing together,
Sing together, sing together.
This is the way we sing together,
With our (preschool/pre-k) friends.

The More We Get Together
(Sing to the tune of Did You Ever See a Lassie)

The more we get together, together, together,
The more we get together, the happier we’ll be.
For your friends are my friends,
And my friends are your friends.
The more we get together, the happier we’ll be.
A Helper We Will Be
(Sing to tune of Farmer in the Dell)

A helper we will be,
A helper we will be,
We wipe off the tables,
Oh, yes we will,
A helper we will be.

A helper we will be,
A helper we will be,
We’ll set the tables,
Oh, yes we will,
A helper we will be.

Teacher Note: Add verses to represent the different tasks that children do in the classroom.

Benchmarks: 2.7 Experiments with a variety of musical instruments and sound sources
5.10 Follows directions in sequence

Activity: Play Rhythm Sticks Together

- Provide two rhythm sticks per child for this activity. Rhythm sticks can be purchased or made. Store sticks in a large can or basket.
- Invite children to hold hands, make a circle, drop hands and sit on the floor.
- Pass basket around the circle and ask each child to get two rhythm sticks from the container.
- Explain to children that these are rhythm sticks.
- Ask, “Can you use your rhythm sticks like drum sticks and play the drum?” Demonstrate striking the floor as if playing a drum and invite children to do the same.
- Ask, “Can you play the drum loud?” “Now, can you play the drum soft?”
- Allow children to practice “hard” and “soft” until they begin to understand and put into practice this concept.

Teacher Note: See page 18: Tips for Involving Children in Music Activities for directions on how to use rhythm sticks with children.
Activity: Ten Little Drummers

- Explain to children that they will play the rhythm sticks to the song, “Ten Little Drummers.”
  (Tune: “Ten Little Indians”) Strike the sticks where underlined.

  One little, two little, three little drummers.
  (strike) (strike) (strike) (strike)

  Four little, five little, six little drummers.
  (strike) (strike) (strike) (strike)

  Seven little, eight little, nine little drummers,
  (strike) (strike) (strike) (strike)

  Ten little drummer boys and girls.
  (strike) (strike) (strike) (strike) (strike)

Benchmarks: 3.5 Understands that print conveys a message
            3.34 Shows awareness of the roles people play in society
            5.8 Participates in group discussion

Activity: People in our Classroom and Center/School Community

- Write on a chart pad, marker board or chalk board the following: People in our Classroom and School/Center Community
- Involve children in naming the different people who are part of your particular classroom and center/school community.
- Record the people or categories of people that children name and their title or a word or two that describes them. An example follows:

  People in Our Classroom and School/Center Community

  18 children in our class
  Ms. Robin and Ms. Teresa, Teachers
  Babies and Toddlers and their teachers
  Ms. Edwards, Director or Ms. Edwards, Principal
  Cafeteria Workers/Cook
  Custodian/Cleaning People

- Review the list with the children and discuss each group.
- Suggest that children draw pictures of some of the people they named.

Teacher Note: Use terms that apply to your program; for example school or center, director or principal.

Teacher Note: Develop the list with the children based on the people who are part of your particular center or school. If children know the name of the people, include them.
Activity: My Family’s Community

- Remind children that they also live in a community with their family.
- Pose some questions that stimulate children to identify and discuss some of the people and services that are part of the community in which they live with their family. Examples of questions follow:
  - Suppose your washing machine and dryer are broken. Where would you go to wash and dry your clothes? (Laundromat, or children may say the name of the Laundromat)
  - Where could you go to wash your car? (car wash)
  - Suppose you need gas for your car. Where would you go?
  - Suppose the family car/truck is broken. Where would you go to get it repaired?
  - Who brings the mail to your house?
  - Where can you go to check out books and bring home to read?
  - If the street/road in your community has a big hole in it, who fixes it?
  - If you want to get a haircut or have your hair styled, where do you go?
  - How is the garbage picked up at your house?

Additional Benchmark: 5.9 Uses language to problem solve

Benchmarks: 1.14 Socializes with adults and children
3.5 Understands that print conveys a message
3.34 Shows awareness of the roles people play in society

Activity: You Are Invited

- Discuss with children inviting someone from the school/center community or from the local community to have snack or lunch with them.
- Allow the children to help select the person.
- Involve children in writing an invitation to that person.
- Allow children to sign their names to the invitation.
- Assist that day’s table helper(s) in setting a place at the table for the guest.
- Consider having name tags or place cards for everyone at the table so that the guest can call children by name. You or the children can write each child’s name on the card and allow children to decorate their individual cards.

Dear Ms. Edwards,

You are invited to join us for lunch on Friday, October 13, 2006, at 11:15 p.m.

We really hope that you can come. We are having spaghetti and salad and apples for lunch.

Your Friends in Ms. Robin’s Class

Teacher Note: Adapt this activity to fit your particular setting. In one program it may be a director or principal who is invited. In another program it may be a toddler teacher who can join you on her lunch break.
**Teacher Note:** Consider inviting a member of the community to visit your classroom for a meal or for an activity such as story time. The children’s librarian at the local library can be invited to come in and read or tell a story with puppets.

**Teacher Note:** Consider having a Purple Cow Party for people in the school/center community. Refer to the **Food/Nutrition Section** for the **Activity:** Purple Cow Party.

**Benchmarks:** 3.5 Understands that print conveys a message  
3.7 Identifies letters and signs in the environment

**Activity:** Library Cards
- Involve each child in making a library card to be used in the classroom library area.
- Place each child’s library card in a basket in the library area.
- Provide in the library area a box labeled: **Place library cards in this box.**
- Suggest that when children go to the library area they locate their individual card in the basket and place it in the box.
- Collect cards at the end of the day and return to the basket.
- Note the children who are spending time in the library area and those who are not. Focus on ways to entice all children to spend some time in the library area.

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**Benchmarks:** 3.3 Demonstrates knowledge of how to use a book  
3.37 Cares for the environment

**Activity:** Taking Care of Books (Small Group)
- Invite a small group of children, 3 to 5, to join you in the library area.
- Select a book from the book shelf and ask each child, one at a time, to also select a book.
- Sit on the floor with the children and invite them to “read” the book they selected.
- Model and discuss with children turning the pages one at a time and from front to back.
- Allow children a few minutes to look at the book they selected.
- Return your book to the book shelf so that it is right side up and the cover is facing forward.
- Invite children to return their books to the book shelf, following your model.
- Follow up by discussing with children the correct way to select, look at and put away books.

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**Classroom Community**
- Use whole group time to build on the idea of the classroom as a community.
- Discuss and include activities that children can do as a group: storytelling and reading books, singing and dancing, taking attendance and discussing who is absent, establishing and reinforcing classroom rules, and discussing problems that arise, for example.
Group Time: A Time for Creating a Sense of the Classroom as a Community

- Designate a space in your classroom for whole group time. The space should be large enough to accommodate all of the children and adults in the group. If your classroom is not large enough to have an area that is used solely for whole group activities, consider using the space in one of the large learning centers such as the block area.
- Provide comfortable seating on the floor. If the area doesn’t have carpet or a rug, consider using carpet squares which are soft and also define each child’s space.
- Allow space for charts and felt, magnetic and/or marker boards.
- Locate near an electrical outlet to play CDs or tapes for music and movement.
- Plan group time to include active involvement of the children: songs, finger plays, moving to music. Keep group time moving, vary activities, listen to the children, and limit the amount of talking you do.
- Introduce new songs, finger plays and group games to keep children interested.
- Keep in mind that young children have short attention spans. Plan several brief group times each day rather than one long one. Begin with no more than ten minutes, especially for three year olds, and expand the time as children are ready to participate for longer periods.
- Have a focus for each group time. Here are examples:
  1st Group Time – Greeting, taking attendance, music and movement, introducing the Topic of Study, making plans for the day
  2nd Group Time – Language and Literacy activities such as fingerplays and reading or telling stories with visuals such as felt or magnetic storytelling figures, allowing time for discussion of stories.
  3rd Group Time – Reviewing the day by involving children in discussing what they did during the day, activities they enjoyed, making plans for the next day, and concluding the Topic of Study when appropriate.

Benchmarks: 1.18 Respects the rights of others
3.5 Understands that print conveys a message
3.35 Functions as a member of the classroom community
3.36 Shows awareness of safe behavior
3.37 Cares for the environment

Classroom Rules
- Involve the children in establishing rules for the classroom.
- Gather the children in a group and introduce the idea of rules by stating that, “Our classroom is a community. When people live in a community they sometimes have rules that help them get along with each other.”
- Lead a discussion about how we should treat each other and how we should care for the classroom environment. Include the word “respect”; we respect ourselves, each other and our environment.
- Guide children to establish three or four rules.
- Record the rules on a chart. Add illustrations or pictures. Post the rules where they can be reviewed with the children each day, especially at the beginning of the new program year.

Teacher Note: Keep rules simple, few in number and stated positively. Children will usually state rules negatively. Therefore, your will have to guide them to say what they should do rather than what they shouldn’t do. Adapt the rules to your program and your group of children.

Teacher Note: Make copies of the rules on 8 ½ x 11” paper, one per child. Invite children to illustrate their individual set of rules. Suggest that children “read” the rules with their family.
Our Classroom Rules

- We keep our hands and feet to ourselves.
- We walk indoors.
- We put away our toys.
- We listen when someone is talking.

Science / Discovery and Math

Benchmarks:
1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)

Activity: Favorite Together Activity
- Provide a choice of three activities that children are involved in together: finger plays, singing and stories, for example.
- Prepare a graph with columns for each activity. Use a picture or drawing of the activity.
- Make name cards for each child in a size that will fit on the graph.
- Introduce the activity by singing a couple of children’s favorite songs, saying a couple of their favorite finger plays, and showing them the covers of a couple of their favorite books and asking them to recall something about the story.
- Explain to children that they will choose the activity they like best.
- Invite each child to choose which activity is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each activity.

Our Favorite Together Activity

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<td>7</td>
<td></td>
<td>Jonathan</td>
<td></td>
<td>James</td>
<td></td>
<td>Miguel</td>
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<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Kennedi</td>
<td>Trude</td>
<td>Juan</td>
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<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Sam</td>
<td>Maria</td>
<td>Sarah</td>
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<td>4</td>
<td></td>
<td></td>
<td></td>
<td>Ashley</td>
<td>Elizabeth</td>
<td>Jackson</td>
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- Write a summary story.

Our Favorite Together Activity

Five children like finger plays best. Three children like singing the best. Four children like stories the best.
Food/Nutrition Experience

**Benchmarks:**

4.3 Tries new foods before deciding whether he/she likes them
4.6 Coordinates eye-hand movements to complete task

**Activity:** Purple Cow Party

- Plan a Purple Cow Party for invited guests from the school/center community or the local community.
- Gather grape juice (plastic jar), frozen vanilla yogurt, cups and spoons and napkins for each child and for each guest.
- Invite children to sit at the table and say the poem that is written below.
- Explain that everyone will now make a “Purple Cow” for snack.
- Help each child add ¼ cup frozen vanilla yogurt into a cup and pour ¼ cup grape juice on top.
- Eat with a spoon and enjoy.

**Purple Cow**

I’ve never seen a purple cow,
I never hope to see one.
But if by chance I ever do,
I’d rather see than be one.

**Teacher Note:** Allow the children to do as much of this food experiences as possible.

**Teacher Note:** Consider having the poem and recipe for Purple Cow written on a card for each guest.

**Teacher Note:** Teachers and children should always wash hands before participating in a food experience.

Movement/Physical Education

**Benchmarks:**

1.19 Works cooperatively with others
4.12 Shows balance and coordination

**Activity:** Parachute/Blanket Play

- Provide a purchased nylon parachute, blanket or sheet for the children.
- Place parachute on the ground/floor and have children sit around it. Space children evenly around the parachute.
- Ask children to grab the handle or the edge of the parachute and stand, continuing to hold on.
- Invite children to make tiny waves with the parachute by waving arms up and down.
- Place a beach ball on the parachute and guide children to move the ball on the parachute without causing it to roll off.
- Ask children to sit down while still holding on to the parachute.
- Collect the parachute and put it away.
- Repeat the activity on other days. As children become skilled at working together, suggest that they wave the parachute to toss the ball and catch it again.
- Designate a child to retrieve the ball if it should fall off the parachute. Do this in advance of placing the ball on the parachute to prevent all children from running after the ball when it rolls off.

**Teacher Note:** Involve yourself in the parachute play. Your involvement will provide a role model for the children and will allow you to know when children need redirection or are getting tired. Children can easily get out of control during parachute play if the adult fails to explain the proper way to play with the parachute, is disengaged in the play, or allows children to become overly tired.
Activity: **Toss the Beanbag to a Friend**

- Prepare for this activity by having the following available: one beanbag per two children.
- Create with string or rope two lines from 4 to 6 feet apart.
- Have ⅓ of the children stand just behind one line and the other ⅔ stand just behind the other line.
- Make sure that the children in each line are directly opposite each other and that the children in each line have space between them so they can toss and catch without touching each other.
- Demonstrate tossing the beanbag to a child standing directly opposite you. Use an underhand toss, not an overhand throw. Ask the child to toss the beanbag back to you.
- Ask children to take turns tossing the bean bags to each other.

**Teacher Note:** Find a way for each child to be successful. Adjust the distance between the two lines if necessary.

**Teacher Note:** Join in the activity if there are an uneven number of children.

**Teacher Note:** Supervise and redirect children as needed.

**Additional Benchmark:** 4.10 Throws, kicks, bounces, and catches

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**Benchmarks:** 1.19 Works cooperatively with others  
2.10 Explores and manipulates art media  
2.12 Preplans art project and then works with care

**Art Activity:** **Creating a Classroom Quilt**

- Bring a quilt to show the children if you have one.
- Gather children in a group and show the quilt and invite them to tell you what they know about quilts.
- Explain to children that sometimes a group of friends create one section each, then the sections are put together to make a quilt. This is called a friendship quilt.
- Invite each child to make a section of a classroom quilt.
- Provide squares of paper of the same size (8” x 8” for example), and markers, crayons and collage materials such as scraps of lace and ribbon for children to use.
- Suggest that children write their name on their individual square or allow you to write it so people will know who completed each square.
- Arrange the completed sections as quilt squares.
- Turn the sections over and tape together on the back side or lace squares together with yarn.
- Hang the classroom quilt on the wall in the classroom or in the hallway just outside the room.
- Invite families to look at the classroom quilt the children have made.

**Activity:** **Our Classroom Community Picture Album**

- Invite each child to draw a self-portrait for the album and put his or her name on the portrait.
- Laminate or cover the pictures with clear self-adhesive for durability.
- Create a cover for the book which includes a title such as Miss Wright’s Classroom Album. Illustrated by the Children.
- Create a book by tying the pages together with yarn.
- Show the book to the children and invite them to name each child’s portrait.
- Place the book in the Library area for children to look at independently.
### Activity: Create Picture Postcards
- Provide a collection of picture postcards.
- Discuss with children that when people are on a trip they sometimes buy picture postcards and mail to people.
- Provide 4” x 6” unlined index cards and suggest that children create their own picture postcards. Children may choose to draw on their card or cut pictures from magazines and glue to the card.

### Block Center
- Add dump trucks and trucks that might be used for community services such as garbage collection and mail trucks.
- Involve children in making signs for the trucks to designate their function. Examples include: Mail Carrier, Garbage Collection, and Street Repairs

### Library/Book Corner
- Add books about communities.
- Add felt/magnetic story figures for the story, *The Kissing Hand*, and felt or magnetic board.
- Add children’s individual library cards in a basket and a box where children place their library cards when they select a book.

### Benchmark: 2.1 Shows creativity and imagination in play with materials and props

### Home Living/Dramatic Play
- Add the Library Prop Box.
- Add the Post Office/Mail Carrier Prop Box.
- Add the Barbershop/Hairdresser Prop Box

**Teacher Note:** Add the prop box that children seem most interested in exploring. Prop boxes can be added to the center throughout the year. They do not necessarily have to relate to the current Topic of Study.

### Manipulatives
#### Activity: Mail Box Sort
- Cut out several shapes (circles, squares, triangles, and rectangles).
- Make a mailbox for each shape out of shoe boxes or other small boxes.
- Attach a different shape on each box.
- Let the children deliver the mail to the correct boxes.

### Sand table or tub
- Place small shovels and dump trucks in the sand table.

### Science/Discovery
- Add scales for your children to weigh mail (and boxes you provide) just like they do in the post office.
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

- Hang a trash bag on the fence and encourage children to pick up trash from the playground and put it in the bag.
- Add a gas pump and a few rags in a bucket.

Benchmarks: 3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment

Activity: Mail Call

- Write each child’s name on the outside of an envelope. Make the letters large enough so that children can see them in a group setting. Place envelopes in a sack or bag labeled “Mail Bag.”
- Take an envelope from the bag and say, “Mail call! Whose letter is this?” Help child recognize his or her name. For example, say, “The name on this letter begins with a D. That’s right, Daniel, that’s your name.”
- Invite first child to select an envelope from the mail bag, hold up the envelope and say, “Mail call! Whose letter is this?” After 2nd child recognizes his or her name, the 1st child transitions to the next activity.
- Continue the activity with all of the children.

Teacher Note: Use this transition activity at other times during the year.

Teacher Note: Consider placing in each envelope a picture that represents a specific learning center and child transitions to that center. For example, if four children are allowed in the block center, put pictures of blocks in four envelopes. Use this type activity only occasionally because children should have the opportunity to choose where they wish to play.

Activity: Whose Library Card?

- Use the library cards from the basket in the library area.
- Choose a card and invite the child to transition to the next activity.

Family Activities

Send home a note to parents stating for the next few days the children will be learning about their classroom community and the community in which they live with their families.

Suggest some ways families can be involved in the topic of study:

- Include the titles and authors of some of the children’s books about communities. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home an 8 ½ x 11” copy of the classroom rules which the child has illustrated. Suggest that families invite their child to “read” the rules to them and discuss the reasons for the rules.
- Send home information provided by the local library. Suggest that families visit the library with their child and request a library card if they do not have one.
- Familiarize yourself with the jobs of family members. If appropriate, involve them in classroom activities related to the community.
Tips for Involving Children in Music Activities

Start singing a song or playing a lively CD or cassette tape and children will flock around you and join in. Children sing because they enjoy it. Consider these strategies for engaging children in singing and moving to music.

Activity: Spin the Bottle Songs
- Place familiar song titles on a strip of paper and insert them into a clear plastic bottle. (Make sure the strips can easily come out of the bottle.)
- Invite a child to spin the bottle and pull a song title from the bottle.
- Read the song title to the children and you and the children sing the song together.

Teacher Note: Introduce new songs by placing a new song title on a strip of paper and drawing it out of the bottle. Sing the song through one time. Invite children to join you as you sing it again. This is much more effective than asking children if they want to learn a new song because they will probably reply “No.”

Teacher Note: The Spin the Bottle activity came from Ann Fillitreau, teacher of three year olds at Rockefeller School in Little Rock.

Activity: Song Starters
- Have a number of song starter objects in a container: bear, bee, duck, monkey, dog and spiders are examples.
- Invite a child to pull one of the animals from the bag.
- Ask children if they can think of a song about the animal.
- State a title if children are unable to come up with one.
- Begin to sing the song and children will soon join you.

Activity: Playing Rhythm Sticks Together
- Begin with rhythm sticks as a way to introduce rhythm instruments to children.
- Have rhythm sticks stored in a container such as a large can or basket.
- Invite children to hold hands and make a circle, drop hands and take a step back and sit down.
- Pass the container around the circle and invite each child to take two rhythm sticks.
- Ask, “Can you use your rhythm sticks like drum sticks and play the drum?” Demonstrate striking the floor as if playing a drum and invite children to do the same.
- Ask, “Can you play the drum loud?” “Now, can you play the drum soft?”
- Allow children to practice “hard” and “soft” until they begin to understand and put into practice the concept.
- Pass the container around the room and ask children to put the rhythm sticks in it.

Activity: Make Rhythm Instruments
- Rhythm sticks – Use wooden dowel sticks 5/8 inch in diameter. Cut each stick 12 inches long. Sand so there are no splinters.
- Bottle maracas – Place rice or gravel in an empty, clear plastic bottle. Glue lid on for safety.
- Drums – Use empty coffee cans with plastic lid or empty oatmeal boxes.
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# Topic of Study – People in the Community Who Help Keep Us Safe

## Introduction
Most communities have people who are responsible for the safety of those who live there. Of particular interest to three and four year old children are fire fighters, police officers and emergency medical technicians (EMTs).

Adapt the activities to reflect the community in which children live. For example, fire fighters may be volunteers in some communities while they are city employees in others. There may be sheriff’s deputies in some communities and police officers in others. The most important idea to stress to children is that these are people in their communities who help keep them safe.

## Big Ideas
Here are three big ideas about people in the community who help keep us safe you can help children explore:

- Firefighters, police officers and emergency medical technicians help keep us safe
- People who help keep us safe use different types of tools and equipment
- People who help keep us safe use different types of transportation

## Materials to Collect and Make
- Pictures of fire fighters, police officers, emergency medical technicians and the vehicles they drive and the tools and equipment they use in their jobs. Laminate the pictures or cover them with clear self-adhesive paper. Place a strip of magnetic tape or Velcro on the backs of the pictures
- Chart paper and markers
- Children’s books about people who help keep us safe:  
  - *Emergency* by Gail Gibbons  
  - *Curious George at the Fire Station* by Margret and H. A. Rey  
  - *Fire Engines* by Anne Rockwell  
  - *Curious George Visits a Police Station* by Margret and H. A. Rey
- Police Officer Prop Box
- Fire Fighters Prop Box
- Walkie-Talkies
- Fire truck lacing cards. Lacing cards can easily be made from vinyl place mats or from cardstock cut in a fire truck shape. Laminate or cover the cardstock with clear self-adhesive paper for durability. Use shoe laces for lacing.

## 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.
- Contact your local fire station and/or police station and invite them to visit your program and bring their vehicles and appropriate equipment and tools.
Introduction: Finding out what Children Know about People Who Help Keep Us Safe

Benchmarks: 3.5 Understands that print conveys a message  
5.8 Participates in group discussion

To introduce the topic of “People Who Help Keep Us Safe” 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 in our community who help keep us safe.”
- Write on chart paper, chalk board or marker board the word “People Who Help Keep Us Safe.”
- Say to children that “Sometimes there are dangerous situations when people need help. These situations are called emergencies. There are special people who help keep us safe when there is an emergency.”
- Invite children to tell you things they know about emergencies and people who respond to them. You may have to ask questions such as, “If you see a building on fire, who will you call?” “If someone is in an accident, who will they call?”
- Make a list of all of the things children know about people who help keep us safe.
- Review the list with them and say, “You already know a lot of things about people who help keep us safe and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

Conclusion: Finding out What Children Have Learned about People Who Help Keep Us Safe

- Gather the children in a group at the conclusion of the study about people who help keep us safe.
- Write on chart paper, chalk board or marker board, “Things We Learned about People Who Help Keep Us Safe.”
- Invite children to tell you some things they have learned about people who help keep us safe. You may have to ask prompt questions such as “Can you name some of the people who help keep us safe?” “How do they travel to emergencies?” “What are some of the tools and equipment a fire fighter uses?”
- Make a list of all the things children learned about people who help keep us safe.
- Read the first list you made with the children. Then say, “Here are some new things you found out about people in our community who help keep us safe” and read today’s list with the children.

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: Emergency by Gail Gibbons, author and illustrator

First Reading of Emergency
- Prepare to read the book, Emergency
- Review the Teacher Note below before presenting the book to the children.
- 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 tell you what they know about emergencies. Guide children to understand that an emergency is when there is a dangerous situation and people need help.
- Ask children to look at the cover and predict what kind of emergencies the vehicles are traveling to.
- Read/present the book so all children can see the pictures.
- Follow up by showing pictures and inviting children to name the vehicles responding to the different emergencies.
Teacher Note: Review the book and decide what information you think the children in your group can understand. You may want to read to them some of the pages and simply describe what is happening on some of the other pages. Some of the pages will have technical information that children may not understand. Know your children and pay attention to their level of interest as you are presenting this book to them. Adapt your presentation of the book to the needs and interests of the children in your classroom.

Second Reading of Emergency
- Show the cover, give title, author and illustrator.
- Invite children to recall some of the emergencies that are shown in the book.
- Show the 4-section page opposite the copyright page. Invite children to look at each of the sections and discuss the emergency situations they see.
- Read the book so all children can see the pictures.
- Follow up the second reading by showing the pages and inviting children to discuss the different emergency situations that the workers are responding to.

Third Reading of Emergency
- Show cover and invite children to recall the title. Give author and illustrator.
- Read the book so all children can see the pictures.
- Follow up the second reading by showing the pages and inviting children to identify the different tools and equipment being used. Examples include: sirens, flashing lights, stretcher, boom, fire hose, ladders, walkie-talkie.
- Make a list of the items on a chart sheet, marker or chalk board.
- Read the list back with the children, running your fingers under each word as you and children read it together.

Additional Benchmarks: 3.5 Understands that print conveys a message 5.3 Expands vocabulary

Book #2: Curious George at the Fire Station by Margret and H. A. Rey, author and illustrator

First Reading of Curious George at the Fire Station
- Prepare to read the book, Curious George at the Fire Station.
- 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.)
- Ask children if they know what the word “curious” means. Explain that curious means wanting to find out about things. Invite them to share something they are curious about.
- Invite children to look at cover and predict what George is curious about. Say, “Let’s read and find out.”
- Read the story so all children can see the pictures in the book.
- Pause after you read the page with these words, “George was curious. What would happen if he rang the bell?” Ask children what they think will happen. Accept all answers.
- Turn the page and continue reading to the end.
- Follow up by asking children questions such as, “Were your predictions right about what will happen if George rings the bell?” “What surprised you about the story?” “What was your favorite part of the story?”

Teacher Note: The children may be familiar with other stories about Curious George.
Second Reading of *Curious George at the Fire Station*
- 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 pictures and inviting children to tell the story by looking at the pictures.

Additional Benchmark: 3.2 Uses picture cues to tell a story

Book #3: *Fire Engines* by Ann Rockwell, author and illustrator

First Reading of *Fire Engines*
- Prepare to read the book, *Fire Engines*.
- 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 cover and discuss what they know about fire engines.
- Read book so all children can see the pictures.
- Follow up by showing each page and involving children in discussing the pictures.

Teacher Note: Read the book to your children more than once if you feel that they are interested. Consider reading it to an individual child or a small group of children who seem particularly interested in hearing it read again.

Book #4 *Curious George Visits a Police Station* by Margret and H. A. Rey, author and illustrator

First Reading of *Curious George Visits a Police Station*
- Prepare to read the book, *Curious George Visits a Police Station*
- 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.)
- Ask children if they recall any other books about Curious George.
- Invite children to look at cover and predict what the story is about. Remind them that being curious means wanting to find out about things. Ask them what they think George is curious about in this story.
- Read the story so all children can see the pictures in the book.
- Pause after reading page 15 and invite children to predict what will happen if George pushes the red button. Say, “Let’s read and see what happened.”
- Read the next two pages and ask children if their predictions were correct.
- Continue reading the story until the end.
- Follow up by asking the children to recall what George was curious about. What trouble did George get into? Show pictures as the children discuss what happened to George.

Second Reading of *Curious George Visits a Police Station*
- Show cover, give title, author and illustrator.
- Invite children to recall what George was curious about at the police station.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages and inviting children to tell the story by looking at the pictures.

Additional Benchmark: 3.2 Uses picture cues to tell a story
**Additional Books**

- *A Chair for My Mother* by Vera B. Williams
- *Fire Engines* by Anne Rockwell
- *Fire! Fire!* by Gail Gibbons
- *Fireman Small* by Herbert Yee Wong
- *Officer Buckle and Gloria* by Peggy Rathman

**Benchmarks:**

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<td>5.1</td>
<td>Demonstrates phonological awareness (hearing and recognizing the sounds of language)</td>
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<tr>
<td>5.5</td>
<td>Participates in songs, finger plays, rhyming activities and games</td>
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**Language Materials and Activities**

**Police Officers**

Police officer stands so tall and straight.
He holds up his hands for cars to wait.
He blows his whistle, “Tweet! Tweet! Tweet!”
Until I’m safely across the street.

**Teacher Note:** Substitute “she” for “he” in the finger play so that children understand that a police officer can either be male or female.

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**Five Fire Fighters**

Five fire fighters sitting very still (Hold up 5 fingers & bend them down one at a time as verse progresses)

- Someone calls “There’s a fire on the hill.”
- Number one rings the bell, ding-dong;
- Number two pulls his big boots on.
- Number three jumps on the fire engine red;
- Number four puts a fire hat on his head;
- Number five drives the fire truck to the fire;
- As the big, big flames go higher and higher. (Spread arms wide)
- "Whooooo-ooooo! Whooooo-ooooo!"
- Hear the fire truck say,
- As all of the cars get out of the way. (Spread arms wide)
- Shhhhh! Goes the water from the fire house spout (Rub palms together)
- And quicker than a wink, the fire is out! (Clap hands)

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**Ten Fire Fighters**

Ten fire fighters sleeping in a row, (Pretend to be asleep)

- Ding-dong! Goes the fire bell, (Pretend to ring bell)
- And down the pole they go. (Pretend to slide down pole)
- Jumping on the engine (Jump into air)
- And away they go.
- Putting out the fire, (Hold hose in both hands)
- Then home so slow.
- And back to bed again,
- All in a row. (Pretend to sleep)
Our Friends
(Sing to tune of Farmer in the Dell)

The fire fighter is our friend,
The fire fighter is our friend.
    High-ho the derry-o.
The fire fighter is our friend.

He comes when there's a fire.
He comes when there's a fire.
    High-ho the derry-o.
The fire fighter is our friend.

The police officer is our friend,
The police officer is our friend.
    High-ho the derry-o,
The police officer is our friend.

She helps us if we're lost,
She helps us if we're lost.
    Hi-ho the derry-o,
The police officer is our friend.

The EMTs are our friends,
The EMTs are our friends.
    Hi-ho the derry-o,
The EMTs are our friends.

They help us if we're hurt,
They help us if we're hurt.
    Hi-ho the derry-o,
The EMTs are our friends.

Do You Know Who Keeps Us Safe?
(Sing to the tune of The Muffin Man)

Oh, do you know the police officers,
The police officers, the police officers?
Oh, do you know the police officers?
    They help keep us safe.

Oh, do you know the fire fighters,
The fire fighters, the fire fighters?
Oh, do you know the fire fighters?
    They help keep us safe.

Oh, do you know the EMTs,
The EMTs, the EMTs?
Oh, do you know the EMT’s?
    They help keep us safe.
Keeping Us Safe
(Sing to tune of Wheels on the Bus)

The fire fighters help to keep us safe,
Keep us safe, keep us safe.
The fire fighters help to keep us safe,
All over town.
Police officers help to keep us safe,
Keep us safe, keep us safe.
Police officers help to keep us safe,
All over town.

EMTs help keep us safe,
Keep us safe, keep us safe.
EMTs help keep us safe,
All over town.

Benchmarks: 3.5 Understands that print conveys a message
: 3.34 Shows awareness of the roles people play in society

Activity: Visiting Fire Fighters
- Invite fire fighters to come to the center/school and bring a fire truck.
- Discuss with the visitors ahead of time how the visit will be conducted.
- Prepare children for the visit. Give the children the name of the fire fighters and tell them what will happen during the visit. Make sure children understand what they can and cannot do if the fire fighters bring a fire truck, for example. Discuss with them some questions they may want to ask the fire fighters.
- Encourage children to ask questions of the fire fighters. Ask questions if there are things you would like the fire fighters to share with the children.
- Follow up the visit by gathering a small group of children, three to five, and involving them in writing a story about the event.
- Discuss with the group the visit. Help children construct what they want to say and write their thoughts down on a chart sheet, marker or chalk board. An example follows.
- Read back with the children the written message.
- Invite children to draw pictures of the visit by the fire fighters.

Teacher Note: Make sure that children are prepared for noises such as the whistle or siren. Know your children and be prepared to offer comfort to children who may be frightened.

Fire Fighters

Two fire fighters visited our classroom today. They came in a red fire truck. The whistle was loud. We saw a hose where water comes out.

Teacher Note: Allow all children to be involved in the small group experience of writing a story about the visit by the fire fighters.

Activity: Visiting Police Officers
- Invite police officers to come to the center/school and bring a police car.
- Discuss with the officers ahead of time how the visit will be conducted. Suggest that the officers focus on how they help keep children safe.
- Prepare children for the visit. Give the children the name of the officers and tell them...
what will happen during the visit. Make sure children understand what they can and cannot do if the police officers bring a police car, for example. Discuss with them some questions they may want to ask the police officers.

- Encourage children to ask questions of the police officers. Ask questions if there are things you would like the officers to share with the children.
- Follow up the visit by gathering a small group of children, three to five, and involving them in writing a story about the event.
- Discuss with the group the visit. Help children construct what they want to say and write their thoughts down on a chart sheet, marker or chalk board. An example follows.
- Read back with the children the written message.
- Encourage children to draw pictures about the visit by the police officers.

**Teacher Note:** Make sure children are prepared for noises such as the whistle or siren. Some children may be afraid of persons in uniforms. Know your children and be prepared to offer comfort to those who may be frightened.

**Teacher Note:** Encourage children to see police officers as their friends rather than as someone to be feared.

**Teacher Note:** Request that one of the police officers be a female if there is one on the police force. It is important that children see both males and females in this role.

**Teacher Note:** Allow all children to be involved in the small group experience of writing a story about the visit by the fire fighters.

**Teacher Note:** Follow the same procedures for inviting emergency medical technicians to the center/school.

**Activity: Thank You Note**

- Involve children in writing a thank you note to the class visitor.
- Gather children in a group and discuss with them the visit by the fire fighters or police officers, for example.
- Help children construct what they want to say and write their thoughts down on a chart sheet, marker or chalk board. An example follows.
- Read back with the children the thank you note.
- Transfer the thank you note to a sheet of paper.
- Invite children to sign the note.

Dear Officer Sanchez and Officer Cart,

Thank you for visiting our classroom today. We liked your police car. We are glad that you are our friends. Come and visit us again.

Sincerely,
Science / Discovery and Math

Benchmarks:
1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity: Favorite Ways Police Officers Travel
- Provide a choice of three ways that police officers travel: police cars, motorcycles and helicopters, for example.
- Prepare a graph with columns for each type of travel. Use a picture or drawing of the vehicle.
- Explain to children that they will choose which way they would like to travel if they were a police officer.
- Invite each child to choose which activity is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each way of travel.

<table>
<thead>
<tr>
<th></th>
<th>Motorcycle</th>
<th>Police car</th>
<th>Helicopter</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Jonathan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>James</td>
<td>Miguel</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Kennedi</td>
<td>Trude</td>
<td>Juan</td>
</tr>
<tr>
<td>2</td>
<td>Sam</td>
<td>Maria</td>
<td>Sarah</td>
</tr>
<tr>
<td>1</td>
<td>Ashley</td>
<td>Elizabeth</td>
<td>Jackson</td>
</tr>
</tbody>
</table>

Write a summary story.

Favorite Ways Police Officers Travel

Five children would travel by motorcycle. Three children would travel by police car. Four children would travel by helicopter.

Activity: Match the Badges
- Make 20 police badges. Number ten of them from 1 to 10 and the other ten from 1 to 10.
- Laminate or cover with clear self-adhesive paper for durability. Store in a clear plastic bag that closes.
- Place the badges on the table
- Invite children to find the two badges that have the same numerals.

Teacher Note: Children can also put the badges in order from 1 to 10.

Teacher Note: All children may not be ready for this activity.
Activity: Finger Prints
- Give each child 2 (3x5) unlined index cards.
- Help the children write their names on each card and turn the card over to the blank side.
- Provide a stamp pad and help the children make one index-finger print on the blank side of each card, using the same finger each time.
- Ask the children if they know why their fingers made designs on the paper. Explain that everyone has a special design in the skin of his/her fingers, and that everyone's design is different.
- Ask the children to put one of their 2 cards in the middle of the table.
- Collect the remaining cards mix them up and demonstrate how to use a magnifying glass to match up the fingerprint cards.
- Help the children to try and match the fingerprints.
- Suggest that they turn the cards over and check the names to see if they made correct matches.

Teacher Note: Explain to children that sometimes police officers bring people into the police station and take their fingerprint as a way to identify them.

Activity: What’s Missing?
- Show children a picture of a police car, fire truck and ambulance Ask them to name each one.
- Ask children to close their eyes.
- Remove one picture from the array.
- Invite children to open their eyes and say what’s missing.

Activity: Painted Toast
- Gather a toaster oven, 3 small bowls, 3 pastry brushes, milk, food coloring (red, blue and yellow), a slice of white wheat bread per child, small plates and napkins
- Measure ½ cup milk in each bowl.
- Invite children to predict what will happen when food coloring is added to milk.
- Add a few drops of food coloring to each bowl.
- Invite each child to select the color to paint their piece of bread.
- Children paint their bread with the colored milk.
- Invite children to predict what they think will happen when their bread is toasted.
- Toast the bread in a toaster oven, painted side up.
- Listen to children as they observe their toasted bread.
- Eat and enjoy with a glass of milk or juice.
Teacher Note: Consider doing this activity with four children at a time and allowing children to have their snack in small groups.

Teacher Note: Supervise the toaster oven. Keep it out of reach of children.

Movement/Physical Education

Benchmarks: 4.11 Runs, jumps, hops and skips  
4.12 Shows balance and coordination  
4.13 Climbs up and down equipment

- Discuss with children that fire fighters, police officers and emergency medical technicians have to be in good physical condition in order to do their jobs; that they exercise to keep in shape. They also have to be good drivers in order to drive their vehicles.

Activity: Outdoor Obstacle Course
- Create an outdoor obstacle course for children to travel through: climb up the steps/ladder on the climbing structure, go down the slide, crawl through a box or large snap together cube, walk on a balance beam, zigzag around cones or two-liter bottles weighted with sand or rocks.
- Involve children in traveling through the obstacle course.

Activity: Driving Obstacle Course
- Create an obstacle course for children to steer tricycles through.
- Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Involve children in steering the tricycles through the course.

Teacher Note: Consider giving the children a certificate for completing the obstacle courses. Involve children in completing the certificate. Read certificates with the children and send them home to share with families.

Certificate

This is to certify that

______________________________________________
(Insert child’s name and child’s choice of Police Officer, Fire Fighter or Emergency Medical Technician)

Completed
  ☑ Outdoor Obstacle Course
  ☑ Driving Obstacle Course

Signed __________________________  Date ________________

(Teacher Signs)
Learning Centers

Benchmark: 2.10 Explores and manipulates art media

Art
Fire Truck Rubbings
- Cut out fire trucks from paper doilies or sandpaper.
- Tape the fire truck shapes to the table.
- Provide thin pieces of paper and crayons with the paper peeled off.
- Invite children to make a rubbing by placing the paper over the fire truck and rub a crayon over it.
- Listen to their comments as a fire truck appears.

Easel Painting
- Have red, blue and yellow paint available at the easel.

Block Center
- Add cars, fire trucks, trucks and helicopters to the block center.
- Involve children in making small signs to attach to the vehicles that designate them as police and fire fighter vehicles.
- Add traffic signs, either purchased or teacher made to the block center.
- Add a walkie-talkie
- Add vinyl career/safety people

Library/Book Corner
- Add books about people who help keep us safe.
- Add felt or magnetic pictures of fire fighters, police officers and emergency medical technicians and their vehicles and tools and equipment.
- Add a felt or magnetic board.

Benchmarks: 2.1 Shows creativity and imagination in play with materials and props
2.2 Participates in dramatic play themes that become move involved and complex
3.34 Shows awareness of the roles people play in society

Home Living/Dramatic Play
- Add a fire fighter prop box. Include big boots, oversized padded jackets or vests, flashlight and fire fighter hats.
- Make a fire station label for the center and post it on the wall. Invite the children to decide on the name of their fire station: Main Street Fire Station
- Discuss with children that fire fighters take turns cooking at the fire station. Suggest that they take turns preparing meals. Involve them in discussing what fire fighters like to eat.
- Add a stuffed Dalmatian dog.
- Add a police officer prop box. Include a blue jacket or shirt with badge, police hat, ticket book and pencil.

Benchmark: 4.6 Coordinates eye and hand movements to complete tasks

Manipulatives
- Add fire truck lacing cards.
- Add career puzzles: fire fighters and police officers
<table>
<thead>
<tr>
<th><strong>Benchmark:</strong> 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Water table or tub</strong></td>
</tr>
<tr>
<td>• Add pieces of clear plastic tubing to the water table or tub.</td>
</tr>
<tr>
<td><strong>Sand table or tub</strong></td>
</tr>
<tr>
<td>• Add small vehicles to sand table or tub: cars, trucks, motorcycles, helicopters</td>
</tr>
<tr>
<td>• Add vinyl career/safety people to sand table or tub</td>
</tr>
<tr>
<td><strong>Science/Discovery</strong></td>
</tr>
<tr>
<td><strong>Activity:</strong> Match the Police Badges</td>
</tr>
<tr>
<td><strong>Activity:</strong> Finger Prints</td>
</tr>
<tr>
<td><strong>Quiet Corner</strong></td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.</td>
</tr>
<tr>
<td>• 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?</td>
</tr>
<tr>
<td>• Explain to children that the quiet corner is for one child at a time</td>
</tr>
<tr>
<td><strong>Outdoors</strong></td>
</tr>
<tr>
<td>• Attach a police insignia to a tricycle. Add a police hat, badge and ticket book and pencil.</td>
</tr>
<tr>
<td>• Decorate a tricycle to look like a fire engine. Add a siren or bell. Add pieces of hose and fire fighter hats.</td>
</tr>
<tr>
<td><strong>Transition Activities</strong></td>
</tr>
<tr>
<td><strong>Activity:</strong> Traveling to an Emergency</td>
</tr>
<tr>
<td>• Place pictures of vehicles on a magnetic or felt board: police car, motorcycle, rescue vehicle, ambulance, fire truck, boat, helicopter.</td>
</tr>
<tr>
<td>• Invite children, one at a time, to select a vehicle, name it and say what type of emergency the vehicle is traveling to.</td>
</tr>
<tr>
<td>• Child transitions to next activity.</td>
</tr>
<tr>
<td><strong>Activity:</strong> Say, “I Am!” (Sing to tune of “If You’re Happy and You Know it”)</td>
</tr>
<tr>
<td>If you’re cleaning up the room, say, “I am.”</td>
</tr>
<tr>
<td>“I am.” (children respond)</td>
</tr>
<tr>
<td>If you’re cleaning up the room, say, “I am.”</td>
</tr>
<tr>
<td>“I am.” (children respond)</td>
</tr>
<tr>
<td>If you’re cleaning up the room,</td>
</tr>
<tr>
<td>If you’re cleaning up the room,</td>
</tr>
<tr>
<td>If you’re cleaning up the room, say “I am.”</td>
</tr>
<tr>
<td>“I am.” (children respond)</td>
</tr>
<tr>
<td><strong>Teacher Note:</strong> Use this chant during other transitions in the day. For example:</td>
</tr>
<tr>
<td>If you’re ready to go outside, say “I am.....”</td>
</tr>
<tr>
<td>If you want to hear a story, whisper, “I do....”</td>
</tr>
<tr>
<td>If you washed your hands for snack, say, “I did.....”</td>
</tr>
</tbody>
</table>
**Teacher Note:** Keep in mind that transitions do not always have to relate directly to the Topic of Study. The “I Am” transitions are ones that can be used at any time. Add them to your file of transition activities.

<table>
<thead>
<tr>
<th>Family Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send home a note to parents stating for the next few days, the children will be learning about people in the community who help keep us safe. Suggest some ways families can be involved in the topic of study:</td>
</tr>
<tr>
<td>- Collect and bring to the center pictures of police officers, fire fighter, emergency medical technicians and vehicles such as police cars, motorcycles, rescue vehicles, ambulances, fire trucks, boats and helicopters.</td>
</tr>
<tr>
<td>- Include the titles and authors of some of the children’s books about people in the community who help keep us safe. Suggest that they look for these books in the local library, check them out and read them with their child.</td>
</tr>
</tbody>
</table>

**Teacher Note:** Know your families and their occupations. If family members are police officers, fire fighters or emergency medical technicians, for example, consider involving them in visiting the classroom.
<table>
<thead>
<tr>
<th>Day</th>
<th>Group Time #1</th>
<th>Group Time #2</th>
<th>People In the Community Who Help Keep Us Safe</th>
<th>Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FP or Song: Our Friends – p. 6</td>
<td>FP or Song: Do You Know Who Keeps Us Safe? – p. 6</td>
<td>Traveling to an Emergency – p. 13</td>
<td>Outdoor Obstacle Course – p. 11</td>
</tr>
<tr>
<td></td>
<td>First Reading of Curious George at the Fire Station – p. 3</td>
<td>Second Reading of Curious George at the Fire Station – p. 3</td>
<td>Finger Prints – p. 10</td>
<td>Say “I Am!” – p. 13</td>
</tr>
<tr>
<td></td>
<td>First Reading of Fire Engines – p. 4</td>
<td>Second Reading of Curious George at the Fire Station – p. 4</td>
<td>What’s Missing? – p. 10</td>
<td>Traveling to an Emergency – p. 13</td>
</tr>
<tr>
<td></td>
<td>First Reading of Curious George Visits the Police Station – p. 4</td>
<td>Third Reading of Emergency – p. 3</td>
<td>Fire Truck Rubbings – p. 12</td>
<td>Say “I Am!” – p. 13</td>
</tr>
<tr>
<td></td>
<td>Second Reading of Curious George Visits the Police Station – p. 4</td>
<td>Conclusion: Finding out what children have learned about people who keep us safe – p. 2</td>
<td>Favorite Ways Police Officers Travel – p. 9</td>
<td>Traveling to an Emergency – p. 13</td>
</tr>
<tr>
<td></td>
<td>FP or Song: Keeping Us Safe – p. 7</td>
<td>FP or Song: Our Friends – p. 6</td>
<td>Favorite Ways Police Officers Travel – p. 9</td>
<td>Traveling to an Emergency – p. 13</td>
</tr>
</tbody>
</table>

### Changes to the Environment (Props, materials added to Centers)

<table>
<thead>
<tr>
<th>Art</th>
<th>Blocks</th>
<th>Books</th>
<th>Dramatic Play / Home Living</th>
<th>Manipulatives</th>
<th>Sand / Water</th>
<th>Science / Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Truck Rubbings, Easel Painting – p. 12</td>
<td>Add cars, fire trucks, trucks, and helicopters, small signs to vehicles, traffic signs, walkie-ta kie, vinyl career/safety people - p. 12</td>
<td>Add books, felt/magnetic pictures of fire fighters, police officers, and emergency medical technicians and their vehicles, tools, and equipment and felt or magnetic board - p. 12</td>
<td>Add fire fighter prop box, fire station label, stuffed Dalmatian dog, police prop box – p. 12</td>
<td>Fire truck lacing cards, career puzzles – p. 12</td>
<td>Water - add pieces of clear plastic tubing – p. 13</td>
<td>Match the Police Badges – p. 9</td>
</tr>
<tr>
<td></td>
<td>Add books, felt/magnetic pictures of fire fighters, police officers, and emergency medical technicians and their vehicles, tools, and equipment and felt or magnetic board - p. 12</td>
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<td>Water - add pieces of clear plastic tubing – p. 13</td>
<td>Match the Police Badges – p. 9</td>
</tr>
</tbody>
</table>
Introduction

Children in your classroom have had experiences with the local medical community. They are familiar with doctors and nurses. Some go to the local health department or to a health clinic. All children will have received immunizations unless there is a medical reason that prohibits this. Many children have visited a dentist’s office and some may have been to the eye doctor. While you will have children in your group who are in excellent health, some may have chronic health problems that require frequent visits to the doctor’s office or to the hospital.

Through interviews and conversations with family members and through listening and observing the children as they play, you will gain insight into their experiences in the medical community. The information you gain from families and children will give you the foundation for planning classroom experiences that focus positively on people and places in the community that help keep us healthy. For example, through dramatic play with medical props children can act out their feelings about going to the doctor, the dentist, or the hospital. During group discussion they can share their medical experiences.

Adapt the activities and the plan sheet to reflect the needs and experiences of the children in your classroom.

Big Ideas

Here are three big ideas about people and places in the community that keep us healthy that you can help children explore:

- Doctors, nurses, and dentists keep us healthy.
- Hospitals, medical offices, health departments and health clinics provide health care.
- Medical people use different types of instruments and equipment as they provide health care.

Materials to Collect and Make

- Pictures of medical personnel, medical facilities, and medical instruments and equipment. Laminate or cover with clear self-adhesive paper. Place a magnetic strip or a strip of Velcro to the back of each picture.
- Children’s books about people and places in the community that keep us healthy: *Froggy Goes to the Doctor* by Jonathan London, illustrated by Frank Remkiewicz, *The Berenstain Bears Visit the Dentist* by Stan and Jan Berenstain, *Curious George Goes to the Hospital* by Margret & H. A. Rey.
- Felt or Magnetic Board.
- Paper bag examining gown: Cut a circle out of the bottom of a large white or brown paper grocery bag. From the circle cut a slit down the center of the bag. Cut out arm holes. The examining gown can be added to the Doctor’s office prop box or simply added to the Home Living area.
- Medical Office prop box – White shirt, stethoscope (real or toy), small flashlight, pretend thermometer, short strips of gauze bandage material, appointment book, sign-in sheet, clipboard with paper on it, pencils, prescription pads, magazines for waiting room, signs for Receptionist desk and name of doctor, for example.
**Teacher Note:** Avoid including objects in the prop boxes that are unsafe or unsanitary. For example, do not add craft sticks for looking in the mouth, or medicine bottles that children can practice opening.

**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.
- Invite a doctor, nurse or dentist to visit the classroom and talk with children about their profession and how they help to keep the children healthy.
- Arrange for the children to receive eye screenings in the center/school.
- Collect information about medical services available in the community as a resource for families who may need or request this.

**Introducing and Concluding the Topic**

**Introduction: Finding out What Children Know about People and Places in the Community that Keep Them Healthy**

**Benchmarks:** 3.5 Understands that print conveys a message  
5.8 Participates in group discussion

To introduce the topic of “people and places in the community that keep us healthy” 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 and places in the community that keep us healthy.”
- Write on chart paper, chalkboard or marker board the words “People and Places that Keep Us Healthy.”
- Invite children to tell some things about people and places in the community that keep them healthy. You may have to ask a prompt question such as, “How many of you have been to the doctor’s office, or to a health clinic?” “What did the doctor/nurse do when you were in the office?”
- Make a list of all of the things children know about “people and places in the community that help keep them healthy.”
- Review the list with them and say, “You already know a lot of things about people and places in the community that keep you healthy and we’ll learn even more.”
- Keep the list until you have completed the topic of study.

**Conclusion: Finding out what Children have Learned about People and Places in the Community that Keep us Healthy.**

- Gather the children in a group at the conclusion of the study about people and places in the community that keep us healthy.
- Write on chart paper, chalkboard or marker board, “Things We Learned about People and Places that Keep Us Healthy.” Make a list of all the things children learned about the topic. You may have to ask prompt questions such as, “What are some of the instruments the doctor uses? The dentist?”
- Read the first list you made with the children. Then say, “Here are some new things you found out about people and places who keep us healthy” and read today’s list with the children.
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: *Froggy Goes to the Doctor* by Jonathan London, illustrated by Frank Remkiewicz

**First Reading of Froggy Goes to the Doctor**
- Prepare to read the book, *Froggy Goes to the Doctor*.
- 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.)
- Ask children to look at the cover and predict what story is about. Ask, "What do you think will happen when Froggy goes to the doctor?"
- Read story so all children can see the pictures in the book.
- Follow up by asking children if their predictions were right about what happened when Froggy went to the doctor.
- Invite children to share some of their experiences about going to the doctor. Were they like Froggy's?

**Second Reading of Froggy Goes to the Doctor**
- Prepare to read the book, *Froggy Goes to the Doctor*.
- Show cover and ask children to recall the title. Give the author and illustrator.
- Invite children to recall some of Froggy's experiences when he went to the doctor.
- Read story so all children can see the pictures in the book.
- Follow up the second reading with questions such as, “How do you think Froggy felt when his mother told him he was going to the doctor for a checkup?” (worried about getting a shot). “How did Dr. Mugwort feel when Froggy hit her in the eye with a paper airplane?” (not happy). “When Froggy realized he forgot his underwear?” (embarrassed). “How did Froggy feel when he left the doctor's office? How did the doctor feel?” (relieved, glad).

**Additional Benchmark: 5.6 Uses words to communicate ideas**

**Third Reading of Froggy Goes to the Doctor**
- Prepare to read the book, *Froggy Goes to the Doctor*.
- Invite children to recall the title. Give author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the third reading by inviting children to retell the story by looking at the pictures in the book.

**Additional Benchmark: 3.2 Uses picture cues to tell a story**

**Teacher Note:** Children may be familiar with other Froggy books such as *Froggy Gets Dressed* and *Froggy Goes to School.*

Book #2 *Curious George Goes to the Hospital* by Margret & H. A. Rey, author and illustrator

**First Reading of Curious George Goes to the Hospital**
- Prepare to read the book, *Curious George Goes to the Hospital*.
- Show the cover, give title, author, and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)
- Invite children to identify the items they see on the cover. Ask them who they think the ball belongs to.
- Ask children if they know what being curious means. Explain that being curious means wanting to find out about things.
- Invite children to predict what they think George will be curious about in the story. Say, “Let's read and find out.”
- Read story so all children can see the pictures in the book.
- Follow up by involving children in discussing their experiences with hospitals and comparing them with George’s experiences.

**Teacher Note:** Think about the children in your group and their attention spans. Consider telling some of the story instead of reading it word for word if you think the story may be too long for them. This procedure can be followed for all readings of the story.

### Second Reading of Curious George Goes to the Hospital
- Show the cover, give title, author and illustrator.
- Invite children to recall some of George’s experiences at the hospital.
- Read story so all children can see the pictures in the book.
- Follow up the second reading by showing appropriate pages of the book and inviting children to discuss the following:
  - “Why do you think George did not feel well at breakfast?”
  - “What did the x-rays of George’s insides show?”
  - “What do you think made George sleepy when he went into the operating room?”
  - “Why do you think George’s throat was sore when he woke up from surgery?”

**Additional Benchmarks:** 5.8 Participates in group discussion  
5.9 Uses language to problem solve

### Third Reading of Curious George Goes to the Hospital
- Show cover. Invite children to recall the title. Give author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the third reading by reviewing the section of the book that focuses on George after his surgery and when he is taken to the playroom.
- Show appropriate pictures and involve children in discussing the things that happened when he is in the playroom.
- Invite children to discuss what happened when George got in the empty go-cart.
- Ask children what they think was the good thing that happened when George and the go-cart ran into the mayor and broke everything. (Betsy laughed)

### Fourth Reading of Curious George Goes to the Hospital (Small Group)
- Gather a small group of children, three to five.
- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Involve children in looking at the appropriate pages and discussing the parts of the story that relate to feelings and emotion. Examples of questions to ask include:
  - “How do you think George felt when he swallowed the puzzle piece?” (scared)
  - “How do you think the man felt when George had a tummy ache?” (worried)
  - “Why do you think George took his big rubber ball with him to the hospital?”
  - “Do you have something special you like to have with you when you go someplace such as the hospital, the doctor’s or the dentist’s office, or to stay overnight with someone other than your parents?”
  - “How did Betsy feel when George saw her in the waiting room?” (afraid)
  - “How do you think George felt when the man left him at the hospital?” (sad) (He cried)
  - “How do you think George felt when the nurse started to give him a shot?”
  - “How do you think George felt when he crashed the go-cart and broke all the dishes?”
  - “Do you think Betsy was still afraid when she saw George crash the go-cart and break all the dishes?”
  - “What did Betsy do that let you know she was no longer afraid?” (She laughed, and laughed and laughed.)

**Additional Benchmarks:** 1.25 Identifies one’s own feeling  
1.26 Expresses thoughts and feelings in words  
1.27 Identifies and understands others’ emotions and intentions  
5.8 Participates in group discussion
Teacher Note: Encourage children to express the feelings they have had on visits to medical officers or hospitals. Respect their feelings and refrain from telling them there is nothing to be afraid of.

Book #3  *The Berenstain Bears Visit the Dentist* by Stan and Jan Berenstain

**First Reading** of *The Berenstain Bears Visit the Dentist*

- Prepare to read the book, *The Berenstain Bears Visit the Dentist*.
- Show the cover, give the title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and discuss what they see. Help them identify the drill, the dentist’s chair, the water and cup.
- Ask children what they think will happen when the Berenstain Bears visit the dentist.
- Read the story so all children can see the pictures in the book.
- Following up by inviting children to discuss the Berenstain Bears’ visit to the dentist and to relate their experiences with the dentist, with teeth that are loose and with the tooth fairy.

Teacher Note: Discuss with children that they will have loose teeth that will come out when they are older (five or six, for example). Make sure children understand that a new tooth will replace the tooth that comes out.

**Second Reading** of *The Berenstain Bears Visit the Dentist*

- Show the cover, give the title, author and illustrator.
- Invite children to recall why Brother Bear and Sister Bear were going to the dentist.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages where the children are in the dentist’s chair. Involve children in naming and discussing the various instruments and objects that the dentist uses with Brother Bear and with Sister Bear.

**Additional Benchmarks:** 5.3 Expands vocabulary

**Additional Books**

*Arthur’s Loose Tooth* by Lillian Hoban

*The Bear’s Toothache* by David McPhail

*The Berenstain Bears Go To the Doctor* by Stan and Jan Berenstain

*How Many Teeth* by Paul Showers, illustrated by True Kelley

*Just Going to the Dentist* by Mercer Mayer
**Language, Materials, and Activities**

**Benchmarks:**

5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

5.5 Participates in songs, ringer plays, rhyming activities, and games

**Doctor’s Day**

My father said,
“It’s doctor day.”
Then he and I
We’re on our way
To see our friend,
The doctor who
Would check on me
As doctor’s do.

She had more things
Then I can tell
To help her keep
The people well.

She checked me out
And all the while,
She wore a big
And friendly smile.

So now I hope
That someday you
May go to see
The doctor, too.

**Tiny Tim**

Miss Lucy had a baby,
She named him Tiny Tim.
She put him in the bathtub
To see if he could swim.

He drank up all the water,
He ate up all the soap.
He tried to eat the bathtub
But it wouldn’t go down his throat.

Miss Lucy called the doctor,
Miss Lucy called the nurse.
Miss Lucy called the lady
With the alligator purse.

In walked the doctor,
In walked the nurse.
In walked the lady
With the alligator purse.

“Measles,” said the doctor.
“Mumps,” said the nurse.
“Nothing,” said the lady
With the alligator purse.
Out went the doctor,
Out went the nurse.
Out went the lady
With the alligator purse.

Teacher Note: An adaptation of the poem, *Tiny Tim*, is the book, *The Lady with the Alligator Purse* by Nadine Bernard Westcott.

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**Five Little Monkeys**

Five little monkeys jumping on the bed  (hold up five fingers)
One fell off and bumped his head.  (rub head)
Mamma called the doctor and the doctor said  (pretend to make telephone call)
"No more monkeys jumping on the bed!"  (shake finger as if scolding)

Four little monkeys jumping on the bed  (hold up four fingers)
One fell off and bumped his head.  (rub head)
Mamma called the doctor and the doctor said,  (pretend to make telephone call)
"No more monkeys jumping on the bed!"  (shake finger as if scolding)

Three little monkeys jumping on the bed  (hold up three fingers)
One fell off and bumped his head,  (rub head)
Mama called the doctor and the doctor said,  (pretend to make telephone call)
"No more monkeys jumping on the bed!"  (shake finger as if scolding)

Two little monkeys jumping on the bed  (hold up two fingers)
One fell off and bumped his head.  (rub head)
Mama called the doctor and the doctor said,  (pretend to make telephone call)
"No more monkeys jumping on the bed!"  (shake fingers as if scolding)

One little monkey jumping on the bed  (hold up one finger)
He fell off and bumped his head.  (rub head)
Mama called the doctor and the doctor said,  (pretend to make telephone call)
"No more monkeys jumping on the bed!"

Teacher Note: Make five felt or magnetic monkeys and a bed. Place the bed on the felt or magnetic board and the monkeys on the bed. Remove one monkey as each verse is recited.

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**Doctor, Nurse, Dentist**

(Sing to tune of “Farmer in the Dell”)

The doctor checks me out,
The doctor checks me out.
Hi-ho the dairy oh!
The doctor checks me out.

The nurse gives me a shot,
The nurse gives me a shot.
Hi-ho the dairy oh!
The nurse gives me a shot.

The dentist checks my teeth,
The dentist checks my teeth.
Hi-ho the dairy oh!
The dentist checks my teeth.
What Do You Say?
(Sing to tune of “If You’re Happy and You Know It”)

If the doctor looks in your mouth, say “Ahhhh.”
   “Ahhhh.” (children respond)
If the doctor looks in your mouth, say “Ahhhh.”
   “Ahhhh.” (children respond)
If the doctor looks in your mouth,
   If the doctor looks in your mouth,
If the doctor looks in your mouth, say “Ahhhh.”
   “Ahhhh.” (children respond)

If the nurse gives you a shot, say “Ouch! Ouch!”
   “Ouch! Ouch!” (children respond)
If the nurse gives you a shot, say “Ouch! Ouch!”
   “Ouch! Ouch!” (children respond)
   If the nurse gives you a shot,
   If the nurse gives you a shot,
If the nurse gives you a shot, say “Ouch! Ouch!”
   “Ouch! Ouch!” (children respond)

If the dentist looks at your teeth, say “All clean.”
   “All clean.” (children respond)
If the dentist looks at your teeth, say “All clean.”
   “All clean.” (children respond)
   If the dentist looks at your teeth,
   If the dentist looks at your teeth,
If the dentist looks at your teeth, say “All clean.”
   “All clean.” (children respond)

Benchmarks: 3.5 Understands that print conveys a message
            3.6 Demonstrates an interest in using writing for a purpose

Activity: Dental Certificates
- Make a dental certificate as follows:

Dental Certificate

Child’s Name_________________________________
  ✓ Has no cavities
  ✓ Has clean teeth
Name of Dentist_________________________________
Date__________________

- Make enough copies for each child.
- Review the certificates with the children, reading what is on the certificate and noting the information that is to be added. Explain to children where the certificates will be located.
- Add certificates to the Dentist’s Office prop box or place in Home Living area.
- Observe to see how children use the certificates. Do they fill in the blanks?
Benchmarks: 1.22 Shares, takes turns
3.34 Shows awareness of the roles people play in society
5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures
3.5 Understands that print conveys a message

Activity: Medical Cube (See Attachment: Medical Tools Cube and Concentration Games)

- Make a "Medical" cube as follows:
  o Carefully fill an empty cube shaped tissue box with crumpled newspaper. Use several sheets of paper to make your cube more durable.
  o Cover the cube with colored paper.
  o Glue a picture and word label of the medical instruments and supplies to each side of the cube.
  o Locate your own items or see the attachment.
- Help the children name all of the items on the cube. Call attention to the word label.
- Ask a child to toss the cube and name the item.
- Continue with each child having a turn to toss the cube.
- Involve children in discussing how the item is used by medical personnel.

Benchmark: 3.4 Demonstrates visual discrimination and visual memory skills

Activity: Medical Concentration (See Attachment: Medical Tools Cube and Concentration Games)

- Make pairs of medical instruments cards. Laminate or cover the cards with clear self-stick paper 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 instruments.
- Turn the cards face down and mix them up.
- Explain to children that they will each have a turn turning over a card, naming the instrument, and turning over another card to try and find a match. Demonstrate if necessary.
- Give each child a turn. If a child makes a match, put the pair aside.
- Continue playing the game as long as the children remain interested.

Teacher Note: Remember that the object of the game is for children to develop visual discrimination and visual memory skills and that there are to be no winners or losers.

Teacher Note: Allow children to play the game independently.

Activity: What's Missing? (Small Group)

- Place three to five medical instruments/objects on a table. For example, stethoscope, thermometer, small flashlight, prescription pad and band-aid.
- Invite children to look at the objects and name them.
- Cover the objects with a cloth so that none are visible.
- Ask children to recall the objects that are under the cloth.
- Remove the cloth to determine if children were correct in what they remembered.

Additional Benchmark: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
**Benchmarks:**

3.5 Understands that print conveys a message
3.6 Demonstrates an interest in using writing for a purpose
3.8 Uses known letters or approximation of letters to represent written language

**Activity:** Hospital ID Bracelets

- Provide strips of card stock or poster board (1 ½ x 6”) and washable markers.
- Discuss with children that when you are in the hospital you wear an identification (ID) bracelet. Ask if they recall what was on Curious George’s bracelet when he was in the hospital. (his name)
- Show the page in the book, *Curious George Goes to the Hospital* that shows the nurse putting a bracelet around George’s wrist. Read with the children what the nurse says: “It has your name on it, George, so that everybody knows who you are.”
- Encourage children to create their own ID bracelets. Write a child’s name on the bracelet if asked to.
- Laminate or cover the bracelets with clear self-adhesive paper for durability.
- Attach the bracelets to the children’s arms with tape.

**Teacher Note:** Collect the ID bracelets to use as a transition activity. At the end of the study, send the bracelets home with the children.

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**Activity:** X-Rays

- Collect x-rays of body parts such as feet, hands and legs.
- Bring x-rays to group time.
- Show the x-rays to the children and invite them to tell you what they are and what they know about them.
- Hold x-rays to a light source one at a time and invite children to tell you what each is an x-ray of.
- Lead children in discussing why doctors/nurses take x-rays of different body parts. Accept all of their comments.
- Post the x-rays on the wall in the art center and in the home living area.

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**Activity:** What’s in the Medical Bag?

- Collect medical instruments/objects that are familiar to children. For example, a thermometer, band-aid, small flashlight, and cotton ball.
- Place one object at a time in a paper bag out of sight of the children.
- Invite one child at a time to place his or her hand in the bag to feel the object without seeing it.
- Ask the child to describe and name the object.
Benchmark: 3:15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity: How Much Do I Weigh?
- Weigh each child.
- Record the weight on a health chart or in a child’s portfolio, for example.

Teacher Note: If you began an individual book, “A Book about Me” during the Topic of Study, I Have an Amazing Body, compare the child’s weight then and now.

Activity: How Tall Am I?
- Prepare strips of adding machine tape approximate 6” longer than the child is tall (one strip per child.)
- Tape the strip of tape vertically to the wall.
- Involve the child in writing his or her name and the date on the tape. As the child stands next to the wall, make a mark on the tape indicating the child’s height.
- Use a measuring tape and help child measure his or her height. Record the child’s height next to the mark.
- Repeat the procedure for each child.
- Display the tapes in the classroom for a few days, then store in the child’s portfolio or folder.

Teacher Note: If you began an individual book, “A Book about Me” during the Topic of Study, I Have an Amazing Body, compare the child’s height then and now.

Teacher Note: Do not compare the children’s heights.

Benchmarks: 1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message
3.10 Classifies objects by physical features such as shape or color
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship
4.3 Tries new foods before deciding whether he/she likes them
4.5 Shows awareness that some foods are better for your body than others

Activity: Our Favorite Apple
- Show children 3 apples, each a different color, red, yellow and green.
- Involve children in discussing the color of the apples and their experience in eating each color of apple.
- Explain to children that they will have slices of each color of apple for snack and ask that they decide which color of apple they like best.
- Explain to children that eating apples helps to clean the teeth.
- Provide slices of apples in 3 colors: red, yellow and green. Place each color of apple on a separate serving plate.
- Provide a small plate and napkin for each child and adult.
- Sit at the table with the children and involve them in selecting and eating the apples.
- Serve yourself two red apple slices, pass the serving plate to the child on your right and say, “(Child’s name), please take two red apple slices and pass the plate to your friend, (child’s name on right.” Guide each child to pass the fruit to the child on his or her right.
- Continue with the other two colors of apples, following the same routine.
- Enjoy the apples with a glass of milk.
- Follow up the snack by completing a graph about the children’s favorite color of apple.
- Prepare a graph with columns for each apple. Use a picture or drawing of the apple with the word written on it.
• Make name cards for each child in a size that will fit on the graph.
• Explain to children that they will choose the apple they like best.
• Invite each child to choose which apple is his or her favorite and tape his or her name card in the correct column on the graph.
• Involve the children in counting the number of children who like each apple.

**Our Favorite Apple**

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<td>6</td>
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<td>5</td>
<td>Jonathan</td>
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<td>4</td>
<td>James</td>
<td>Miguel</td>
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<td>3</td>
<td>Kennedy</td>
<td>Trude</td>
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<tr>
<td>2</td>
<td>Sam</td>
<td>Maria</td>
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<tr>
<td>1</td>
<td>Ashley</td>
<td>Elizabeth</td>
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</table>

- Write a summary story.

**Our Favorite Apple**

Five children like red apples best. Three children like yellow apples the best. Four children like green apples the best.

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**Movement/Physical Education**

**Benchmark: 4.11 Runs, jumps, hops and skips**

**Activity: Jumping**

- Explain to children that doctors want us to exercise in order to stay healthy and that jumping is one way to exercise.
- Ask children to stand and hold hands to form a circle.
- Next, ask children to drop hands and take three steps back so each child has self space (room to move without touching others).
- Explain to children that they are going to practice jumping. They will jump off two feet and land on two feet.
- Stand in the middle of the circle and demonstrate jumping.
Step 1 – Take off
- Bend knees and crouch body, ready to jump.
- Swing arms forward and upward to take off from the ground.

Step 2 – Flight
- Extend arms into the air as feet leave the floor.

Step 3 – Landing
- Land on both feet. Land with feet apart and body over feet.

• Allow children to practice jumping, following the steps listed.
• Observe children to determine those that need additional help with jumping.

Activity: Jumping the Creek
• Place two pieces of rope (5 to 6 feet lengths) parallel on the floor or ground. Explain to the children that this is a creek and that they are to jump over it.
• Stress taking off from two feet and landing on two feet.
• One at a time have children jump over the creek.
• Vary the difficulty by increasing the distance between the two ropes.

• Teacher Note: For additional jumping activities, locate at B.A.M.M.M.! – Books and Movement - A Magical Mix, Learning Activity #10 – I Can Jump, on the Arkansas Better Beginnings website.
Learning Centers

Benchmarks:  2.1 Shows creativity and imagination in play with materials and props
  2.10 Explores and manipulates art media
  2.12 Preplans art project and then works with care

Art

Activity: Creating X-Rays
• Provide x-ray pictures of different parts of the body such as hand, leg and feet.
• Discuss the x-rays with the children.
• Display the x-rays on the wall in the art center.
• Provide black paper and white chalk.
• Invite children to create their own x-ray pictures.
• Write children’s comments on their picture or on a strip of paper and attach to their picture
  if they request this.

Teacher Note: Remember that art activities should be a choice for children.

Teacher Note: Ask children’s permission before you write on their art work.

Activity: Painting with Cotton Swabs
• Provide cotton swabs, tempera paint and paper.
• Suggest that children use the cotton swabs as a brush.

Block Center
• Add emergency vehicles

Library/Book Corner
• Add books about people and places in the community that help keep us healthy.
• Add magnetic or felt board and magnetic or felt pictures of medical personnel and
  instruments and equipment they use.

Benchmarks:  2.1 Shows creativity and imagination in play with materials and props
  2.2 Participates in dramatic play themes that become more involved and
  complex
  2.3 Assumes various roles in dramatic play situations

Home Living/Dramatic Play
• Create a Medical Office prop box to add to the home living area. Refer to the Materials
  to Collect and Make section on page 1 for ideas to include in the box.
• Add the examining room gown.
• Create a Dentist’s Office prop box to add to the home living area. Refer to the Materials
  to Collect and Make section on page 1 for ideas to include in the box.

Teacher Note: You may choose to create only one of the prop boxes to add to the center during
this Topic of Study. Remember that the prop boxes can be used at other times of the year.
<table>
<thead>
<tr>
<th>Benchmark: 4.6 Coordinates eye and hand movements to complete tasks</th>
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<tbody>
<tr>
<td><strong>Manipulatives</strong></td>
</tr>
<tr>
<td>• Provide a tub filled with cotton balls, tongs (ice), and small plastic containers.</td>
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<tr>
<td>• Encourage children to pick up and transfer cotton balls with tongs.</td>
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<tr>
<th><strong>Water table or tub</strong></th>
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<tr>
<td>• Add a large baster to the water table or tub.</td>
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<table>
<thead>
<tr>
<th><strong>Science/Discovery</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Activity: How Much Do I Weigh?</strong></td>
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<tr>
<td><strong>Activity: How Tall Am I?</strong></td>
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<tr>
<th><strong>Quiet Corner</strong></th>
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<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.</td>
</tr>
<tr>
<td>• 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?</td>
</tr>
<tr>
<td>• Explain to children that the quiet corner is for one child at a time</td>
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<thead>
<tr>
<th>Benchmark: 3.7 Identifies letters and signs in the environment</th>
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<tbody>
<tr>
<td><strong>Activity: Whose ID Bracelet Is This?</strong></td>
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<tr>
<td>• Collect children’s ID bracelets and place them in a container.</td>
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<td>• Show the bracelets one at a time and invite children to identify their bracelet and transition to the next activity.</td>
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<tr>
<th>Benchmark: 5.3 Expands vocabulary</th>
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<tr>
<td><strong>Activity: Name the Object</strong></td>
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<tr>
<td>• Give each child a turn to toss the medical cube.</td>
</tr>
<tr>
<td>• Ask child to name the object on top of the cube and go to the next activity.</td>
</tr>
<tr>
<td>• Continue with this activity, giving each child a turn.</td>
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<thead>
<tr>
<th><strong>Transition Activities</strong></th>
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<tbody>
<tr>
<td><strong>Send home a note to parents stating for the next few days the children will be learning about places and people in the community that keep us healthy. How families can be involved in the topic of study will depend on the situation of each child and his or her family.</strong></td>
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<tr>
<td>Suggest some ways families can be involved in the topic of study:</td>
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<tr>
<td>• Collect pictures of medical personnel, medical facilities and medical instruments and equipment to bring to the classroom.</td>
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<td>• Include the titles and authors of some of the children’s books about people in the community who help keep us healthy. Suggest that they look for these books in the local library, check them out and read them with their child.</td>
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<tr>
<td>• Suggest that families prepare children for a visit to the doctor or dentist. They can read some of the suggested books, for example, and talk with their child about what will happen during the visit. Explain to families that they should also be honest with their child about what to expect while avoiding scaring the child.</td>
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<tr>
<td>• Suggest that families prepare a tote bag or backpack to take for their child when they visit the medical office. Include in the bag paper, crayons, books and other things for reading and writing.</td>
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<tr>
<th><strong>Family Activities</strong></th>
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Adventures in Learning - #4 Communities
People and Places in the Community Help Keep Us Healthy - Revised
<table>
<thead>
<tr>
<th>Day</th>
<th>Group Time #1</th>
<th>Group Time #2</th>
<th>Small Group Activities</th>
<th>Transition Activities</th>
<th>Special Activities</th>
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<tr>
<td></td>
<td><strong>Introduction</strong>: Finding out what children know about people and places that keep us healthy – p. 2</td>
<td><strong>First Reading of Froggy Goes to the Doctor</strong> – p. 3</td>
<td><strong>FP or Song</strong>: What Do You See? – p. 8</td>
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<td></td>
<td><strong>FP or Song</strong>: Doctor, Nurse, Dentist – p. 7</td>
<td><strong>FP or Song</strong>: What Do You See? – p. 8</td>
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<td><strong>First Reading of Curious George Goes to the Hospital</strong> – p. 3</td>
<td><strong>Second Reading of Froggy Goes to the Doctor</strong> – p. 3</td>
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**Changes to the Environment (Props, materials added to Centers)**

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<tr>
<th>Art</th>
<th>Blocks</th>
<th>Books</th>
<th>Dramatic Play / Home Living</th>
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Medical Tools Cube and Concentration Games

Stethoscope
X-ray
Cast
Syringe
Thermometer
Stretcher

Adventures in Learning (AL): People and Places in the Community Keep Us Healthy
Topic of Study – People and Places in the Community
Provide Food

Introduction

The food that children eat comes from a number of sources. In some communities families are farmers or gardeners and raise some of the food they eat. Sometimes they sell food to others. The grocery store is the primary source of food for most families. Many families eat out with their children; some frequently and others only occasionally.

Food sources for families will be different in each community. Teachers and caregivers are encouraged to adapt the ideas presented in this topic of study to the local community and to the families in your program.

Big Ideas

Here are three big ideas about people and places in the community that provide food that you can help children explore:

- Farmers and gardeners grow food that we eat
- Grocery stores and markets sell us food
- Restaurants prepare and serve us food

Materials to Collect and Make

- Environmental print items such as disposable menus, napkins and paper food containers with logos from restaurants, restaurant and grocery store ads, grocery store coupons, grocery store newspaper inserts
- Pictures of food items. Laminate or cover with clear-self adhesive paper. Attach either magnetic strips or felt or Velcro strips to the backs of the pictures.
- Food places labels with both words and pictures. Laminate or cover with clear self-adhesive paper. Attach either magnetic strips or felt or Velcro strips to the backs of the labels. Label example: Ice Cream Shop with picture of cone of ice cream.
- Chart paper and markers
- Children’s books about people and places in the community that provide food: Growing Vegetable Soup by Lois Ehlert
  Just Shopping with Mom by Mercer Mayer
  Froggy Eats Out by Jonathan London, illustrated by Frank Remkiewicz
- Menu Items cube (See Attachment: Menu Items)
- Menu Items cards (See attachment: Menu Items)
- Felt or magnetic board
  Storytelling figures (felt or magnetic) for the book, The Little Red Hen. Locate at A Story a Month on the Arkansas Better Beginnings website.
- Menus with food items, prices and pictures – Create ethnic menus for Mexican food restaurant and Asian food restaurant, for example.
- Cereal box puzzles: Create puzzles by cutting the fronts of cereal boxes into puzzle pieces. Laminate or cover with clear, self-adhesive paper. Store each puzzle in clear self-closing bags.
- Illustrated rhyme chart for “The Apple Tree”.

Adventures in Learning - #4 Communities
People and Places in the Community Provide Food - Revised
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.

Check with your local restaurants for one of their menus.

Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website.

A Story a Month – The Little Red Hen (patterns for storytelling figures)

**Introduction:** Finding out what Children Know about People and Places in the Community that Provide Food

**Benchmarks:**
- 3.5 Understands that print conveys a message
- 5.8 Participates in group discussion

To introduce the topic of “People and Places in the Community that Provide Food” 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 and places in the community that provide food.”
- Write on chart paper, chalk board or marker board the words “People and Places in the Community that Provide Food.”
- Invite children to tell you things they already know about people and places in the community that provide food. You may have to ask questions to stimulate their thinking; questions such as, “What are some things you like to eat?” “Where does this food come from?”
- Review the list with them and say, “You already know a lot of things about people and places in the community that provide food.
- Keep the list until you have completed the topic of study.

**Conclusion:** Finding out What Children Have Learned about People and Places in the Community that Provide Food.

- Gather the children in a group at the conclusion of the study about people and places in the community that provide food.
- Write on chart paper, chalk board or marker board, “Things We Learned about People and Places in the Community that Provide Food.”
- Invite children to tell you some things they have learned about places in the community that provide food. You may have to ask prompt questions such as “Can you tell me the different places where we can get food?” “Suppose you didn’t have a grocery store or a restaurant. How could you get vegetables such a potatoes and beans?”
- Make a list of all the things children learned about people and places in the community that provide food.
- Read the first list you made with the children. Then say, “Here are some new things you found out about people and places in the community that provide food and read today’s list with the children.”
**Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them**

**Book #1: Growing Vegetable Soup** by Lois Ehlert, author and illustrator

**First Reading of Growing Vegetable Soup**
- Prepare to read the book, Growing Vegetable Soup.
- 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.)
- Ask children if they think you can grow vegetable soup. Where does vegetable soup come from? Say, “Let’s read and find out about vegetable soup.”
- Read story so all children can see the pictures in the book.
- Read words on page 5. Pause and ask children to name the tools they see.
- Continue to read, allowing children opportunities to see the pictures.
- Follow up by asking children if you really can grow vegetable soup.
- Invite children to share their experiences eating vegetable soup. Involve children in naming the vegetables mentioned in the story. Ask which vegetable is their favorite.

**Additional Benchmark: 5.3 Expands vocabulary**

**Teacher Note:** Serve vegetable soup to the children for lunch if this can be planned to coincide with this topic of study and the reading of this book.

**Second Reading of Growing Vegetable Soup**
- 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 pages and inviting children to tell what is needed to grow vegetables: soil, tools, seeds, sprouts, water, sun, weeding, picking and digging.
- Invite children to discuss their families’ experiences with growing vegetables. Does anyone in their family make vegetable soup?

**Third Reading of Growing Vegetable Soup (Small Group)**
- Gather a small group of children, three to five.
- Show the cover, give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing pages 34 and 35. Invite children to name the fruit and vegetables on the pages. Which of each do they like best.
- Call attention to the vegetable that grow below the ground (onions, potatoes and carrots), and the vegetables that grow above ground.
- Invite children to say the rhyme on page 38 with you: I Eat My Peas with Honey.

**Book #2: Just Shopping with Mom** by Mercer Mayer, author and illustrator

**First Reading of Just Shopping with Mom**
- Prepare to read the book, Just Shopping with Mom.
- 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.)
- Ask children to predict what the Little Critters will do when they go shopping with Mom.
- Read story so all children can see the pictures in the book.
- Follow up by asking children if their predictions were correct about the Little Critters and shopping.
- Invite children to share some of their grocery shopping experiences. Where do
they shop? Who takes them? Do they ride in the cart? Have they ever gotten in any trouble in the grocery store?

**Second Reading of Just Shopping with Mom**
- 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 each page and inviting children to tell the story by looking at the pictures.

**Additional Benchmark: 3.2 Uses picture cues to tell a story**

**Third Reading of Just Shopping with Mom**
- Show the cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the third reading by inviting children to help you locate and read some of the signs that are posted in the stores.
- Suggest that children notice the signs in the store when they go shopping with their family.

**Additional Benchmark: 3.5 Understands that print conveys a message**

**Teacher Note:** Children may be familiar with other Little Critter books.

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**Book #3: Froggy Eats Out by Jonathan London, illustrated by Frank Remkiewicz**

**First Reading of Froggy Eats Out**
- Prepare to read the book, *Froggy Eats Out*.
- 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.)
- Ask children to look at cover and discuss what Froggy is eating.
- 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?”
- Show the page where Froggy’s mother tells him the 3 things to remember in the restaurant: Be neat, be quiet, and don’t put your feet on the table.
- Ask children if they think Froggy did these 3 things and invite them to discuss their answer.

**Second Reading of Froggy Eats Out**
- 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 each page and having the children tell the story by look at the pictures on each page.

**Additional Benchmark: 3.2 Uses picture cues to tell a story**

**Third Reading of Froggy Eats Out (Small Group)**
- Gather a small group of children, three to five.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing pages where Froggy is undressing and dressing.
- Involve children in looking at the pictures and telling in sequence what Froggy is doing.
• Read the pages where Froggy is dressing and invite children to repeat the sound words: zip, zut, zoop, zup, zwit, znap, flop.

**Additional Benchmark:** 3.14 Demonstrates the ability to order and sequence

**Teacher Note:** Children may be familiar with other Froggy books such as *Froggy Gets Dressed* and *Froggy Goes to School.*

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**Curious George and the Pizza** by Margaret Rey and Allan J. Shalleck

**Curious George Goes to an Ice Cream Shop** by H. A. Rey, Margaret Rey and Allan J. Shalleck

*Eating the Alphabet,* by Lois Ehlert

*The Gigantic Turnip* by Aleksei Tolstoy, illustrated by Niamh Sharkey

*Growing Vegetable Soup* by Lois Ehlert

*How My Parents Learned to Eat* by Ian A. Friedman, illustrated by Allan Say

*Ice Cream: The Full Scoop* by Gail Gibbons

*Sheep Out to Eat* by Nancy E. Shaw, illustrated by Margot Apple

*The Little Red Hen* by Paul Galdone

*To Market, To Market* by Anne Miranda, illustrated by Janet Stevens

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**Benchmarks:** 3.1 Shows enjoyment of books and stories and discussion of them

**Storytelling Figures:** *The Little Red Hen*

- Make either felt or magnetic storytelling figures for the book, *The Little Red Hen.*
- 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.

**Benchmark:** 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

5.5 Participates in songs, finger plays, rhyming activities and games

**Handy-Spandy, Jacky Dandy**

Handy-spandy, Jacky dandy,
Loves plum cake and sugar candy.
He bought some at the grocer’s shop
And away he went hop, hop, hop.
Pat-a-Cake

Pat-a-cake, pat-a-cake, baker's man!
Bake me a cake as fast as you can.
Roll it, and pat it, and mark it with a B,
Put it in the oven for Baby and me.

The Apple Tree

Way up high in an apple tree,
Two red apples smiled down at me
(Hold hands above head, form circles with thumb & forefinger of each hand. Smile)
I shook that tree as hard as I could
And down came those apples,
(Put hands out as if on tree and - shake)
And Mmmmmmm were they good.
(Hands above head and lower to ground)
(Rub tummy)

Teacher Note: Make an illustrated rhyme chart and laminate or cover with clear adhesive to preserve.
Read from the chart with the children.
Post the rhyme charts in the library/book area.

Going Shopping

Come go to the store with me,
It's just down the street.
We don't need a car,
We can go on our feet.

Daddy wants apples,
And onions and steak.
Mother wants bread,
And strawberry cake.

Brother wants chicken,
And fish and potatoes.
I want cereal,
And lettuce and tomatoes.

Come go to store with me,
It's just down the street.
We don't need a car,
We can go on our feet.

A Shopping We Will Go
(Sing to the tune of "The Farmer in the Dell")

A shopping we will go.
A shopping we will go.
We need good food to eat, you know.
A shopping we will go!
Let’s look for bread up high.
Let’s look for bread down low.
We need good food to eat, you know.
A shopping we will go!

Let’s look for milk up high.
Let’s look for milk down low.
We need good food to eat, you know.
A shopping we will go!

Let’s look for eggs up high.
Let’s look for eggs down low.
We need good food to eat, you know.
A shopping we will go!

Teacher Note: Repeat the second verse, substituting other food items. You can name the items or have children supply them.

Teacher Note: Provide pictures of food items that can be purchased at the grocery store. Show an item and join children in singing about it.

Oh, Do You Know?
(Sing to the tune of “The Muffin Man”)

Oh, do you know the bakery,
The bakery, the bakery?
Oh, do you know the bakery?
It’s right down the street.

Oh, do you know the grocery store,
The grocery store, the grocery store?
Oh, do you know the grocery store?
It’s right down the street.

Oh, do you know the ice cream shop,
The ice cream shop, the ice cream shop?
Oh, do you know the ice cream shop?
It’s right down the street.

Oh, do you know the pizza place,
The pizza place, the pizza place?
Oh, do you know the pizza place?
It’s right down the street.

Oh, do you know the pancake shop,
The pancake shop, the pancake shop?
Oh, do you know the pancake shop?
It’s right down the street.

Oh, do you know the donut shop,
The donut shop, the donut shop?
Oh, do you know the donut shop?
It’s right down the street.

Teacher Note: Add or change the verses to match the food related places in the local community.
Teacher Note: Provide labels with words and supporting pictures for the different food places in the song. Show a label and join children in singing about it.

Teacher Note: Have enough labels for each child in the group or enough for half the group and sing the song twice. Give each child a label and as you sing about that food related place, each child will place the appropriate label on the magnetic or felt board.

Additional Benchmarks: 3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment

The Cook in the Kitchen
(Sing to the tune of “The Wheels on the Bus” and make motions to suit the words)

The cook in the kitchen goes chop, chop, chop.
Chop, chop, chop. Chop, chop, chop.
The cook in the kitchen goes chop, chop, chop, chop.
Fixing food for us.

Add additional verses:
The cook in the kitchen goes stir, stir, stir…
The cook in the kitchen goes beat, beat, beat…
The cook in the kitchen goes slice, slice…
The cook in the kitchen goes roll, roll, roll…
The cook in the kitchen goes bake, bake, bake…

Benchmarks: 3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment

Activity: Restaurant Book/Places to Eat (Environmental Print)
• Collect items from restaurants/places to eat for use in a restaurant book; items such as napkins, disposable menus, sacks and paper food containers with the logos on them, ads and coupons from the newspaper or newspaper inserts. Make sure the recognized logo is on the item.
• Create a restaurant/places to eat book using the items. Allow one page per restaurant. Print samples can be mounted on/in magnetic scrapbooks, spiral notebooks, or three-ring binders, for example.
• Read the book with children in groups or individually.
• Place the book in the library area

Teacher Note: Create an Alphabet Book of Restaurants/Places to Eat following the same procedures just listed. Look for restaurants in the community for each letter of the alphabet. Make the book reflect the restaurants that are found in your local community or with which children are familiar.

Teacher Note: Environmental print is the print we see everyday. It is all around us. It is the print found in the natural environment of children. Environmental print includes print on
food containers and other kind of product boxes. It is store and restaurant signs, road, street and traffic signs, advertisements, and the logos of products we use everyday.

Environmental print is the first print a child recognizes as literacy skills begin to emerge.

Activity: Grocery Store Coupon Match (Environmental Print) (Small Group)
- Collect food and other commercial product containers found in a grocery store and place in a paper grocery bag. (EMPTY and CLEAN cereal boxes, desert mix boxes, macaroni and cheese boxes, plastic shampoo bottles and soap bottles, for example)
- Put coupons that correspond to the products in an envelope and place it in the bag.
- Gather a group of children in a circle on the floor.
- Take one item at a time out of the bag.
- Sweep your hands under the words on the label and ask children if anyone can read these words.
- Make comments that will make the product word meaningful. For example, point to the T in Total and ask whose name starts with a T.
- Take the corresponding coupons out of the bag, show them to the children and involve them in discussing what coupons are and how they are used.
- Explain that there is a coupon to match each product container.
- Place the containers and the coupons on the floor.

Additional Benchmark: 3.13 Demonstrates one-to-one correspondence

Activity: I Went Shopping (Environmental Print) (Small Group)
- Place an assortment of environmental print found in grocery stores in a paper grocery sack.
- Gather a small group of children. Recite the following rhyme
  
_ I went shopping, now I'm back.
_ What do you think is in my sack?

- Take one item out of the sack, sweep your hand under the word(s) and ask for a volunteer to read it.
- Help children make the connection to what they already know. For example, ask, “Charles, how is your name like Cherrios? They begin the same. They both have an uppercase (capital) C and a lowercase h.”
- Continue the activity until each child has had a turn. Repeat the rhyme each time (Heroman & Jones, 2004, p. 226)
Benchmarks:  3.5  Understands that print conveys a message  
5.3  Expands vocabulary  
5.4  Recognizes and identifies by name most common objects and pictures

Activity:  Menu Items Cube (See Attachment: Menu Items)  (Small Group)

- Make a "Menu Items" cube as follows:
  Carefully fill an empty cube shaped tissue box with crumpled newspaper. Use several sheets of paper to make your cube more durable.
  Cover the cube with colored paper
  Glue a picture and word label of a menu item to each side of the cube. Locate your own items or see the attachment.
- Help the children name all of the items on the cube. Call attention to the word labels.
- Ask a child to toss the cube and name the item on the top.
- Continue with each child having a turn to toss the cube.
- Involve children in discussing the restaurant/eating place where they can get the menu item.

Benchmark:  3.4  Demonstrates visual discrimination and visual memory skills

Activity:  Menu Items Concentration (See Attachment: Menu Items)  (Small Group)

- Make pairs of menu items cards with pictures and word labels of food items such as hamburgers, French fries, hot dogs, pizza, fried chicken, and ice cream cone.
  Laminate or cover the cards with clear self-adhesive for durability.
- Gather a small group of children, three to five, to play the game.
- Place the cards face up, show to children and have them name the food items.
- Turn the cards over and mix them up.
- Explain to children that they will each get to turn over a card, naming the food item, and trying to find the matching card. Demonstrate if necessary.
- Give each child a turn.
- Put aside the cards when a match is found.
- Continue playing the game as long as the children remain interested.

Teacher Note: Remember that the object of the game is for children to develop visual discrimination and visual memory skills and that there are to be no winners or losers.

Teacher Note: Allow the children to play the game independently.

Benchmarks:  1.19  Works cooperatively with others  
3.5  Understands that print conveys a message

Activity: Making a Grocery List for a Special Event

- Discuss with the children a special event you might have and the food you would like to serve; an open house for families, for example.
- List the menu items on a chart sheet, marker or chalk board.
- Involve children in deciding on the items needed from the grocery store to prepare the food.
- Make a grocery list on the same chart sheet, marker or chalk board.
- Read the menu and grocery list back with the children.
- Transfer the menu items and grocery list to a sheet of paper and post in the home living area.
• Suggest that children prepare the food items in their kitchen and serve them to each other.

**Teacher Note:** Label one section of the sheet **Menu** and one section **Grocery List.**

**Science / Discovery and Math**

**Benchmarks:**
1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

**Activity: Our Favorite Kind of Pizza**
• Prepare a graph with columns for three kinds of pizza: pepperoni, cheese, and sausage, for example. Use a picture or drawing of the pizza with the word written on it.
• Make name cards for each child in a size that will fit on the graph.
• Discuss the children the kind of pizza they like. Explain that they will decide which kind of pizza they like best by placing their name card in the correct column.
• Allow each child a turn to say which kind of pizza they like best and place his or her name in the correct column.
• Involve the children in counting the number of children who like each kind of pizza best.

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<th>Pepperoni</th>
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<td>5</td>
<td>Jonathan</td>
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<td>Miguel</td>
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<td>James</td>
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<td>3</td>
<td>Kennedy</td>
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<td>Sam</td>
<td>Maria</td>
<td>Sarah</td>
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<tr>
<td>1</td>
<td>Ashley</td>
<td>Elizabeth</td>
<td>Jackson</td>
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**Our Favorite Kind of Pizza**


**Activity: Our Favorite Flavor of Ice Cream**
• Prepare a graph with columns for three flavors of ice cream: vanilla, chocolate, and strawberry, for example. Use a picture or drawing of each flavor of ice cream with the word written on it.
• Make name cards for each child in a size that will fit on the graph.
• Discuss with the children the flavors of ice cream they have eaten. Explain that they will decide which flavor of ice cream they like best by placing their name card in the correct column.
• Allow each child a turn to say which flavor of ice cream they like best and place his or her name in the correct column.
• Involve the children in counting the number of children who like each flavor of ice cream.

Our Favorite Flavor of Ice Cream

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<td>Sam</td>
<td>Maria</td>
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<tr>
<td>1</td>
<td>Ashley</td>
<td>Elizabeth</td>
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- Chocolate - Vanilla - Strawberry

• Write a summary story.

Our Favorite Flavor of Ice Cream

Five children like chocolate ice cream the best. Three children like vanilla ice cream the best. Four children like strawberry ice cream the best.

Benchmarks: 1.4 Shows curiosity and desire to learn
1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials
1.19 Works cooperatively with others
3.19 Shows interest in exploring the environment
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.23 Shows awareness of cause-effect relationships
3.25 Applies information or experience to a new contest (scientific process: applying)

Activity: A Talking Tube
• Collect 3 or 4 yards of clear plastic tubing (available in the plumbing section of a hardware store) and two funnels that will fit snugly into the ends of the tube.
• Push a funnel into each end of the tube to create a system that will carry sound from one end of the tube to the other.
• Allow children to experiment with the tube, observing to see if they discover that one child must hold an ear to the funnel while the other talks into the funnel at the other end.
• Invite children to suggest ways the talking tube can be used. One example is an intercom system from the “car” to the drive-through window in a fast food restaurant or a bank.

Teacher Note: Guide children to whisper into and talk into the tube, but not to shout.
Activity: Our Lunch Menu

- Create a daily lunch menu on a chart sheet, marker or chalk board. Begin by writing the name of the center or school as the name of the restaurant.
- Record the day and date and list the menu items that will be served for lunch. Draw pictures of some of the items.
- Post the menu on the wall where children can see it.
- Read the day, date and the menu items with the children prior to lunch.
- Include this activity during this topic of study and at later times throughout the year.

Learning Tree Child Development Center

Menu for Monday, October 26, 2006

Spaghetti with meat sauce
Green salad
French bread
Mandarin orange slices
Milk

Activity: Pouring Milk or Juice

- Introduce pouring of juice or milk to children.
- Provide juice in a small transparent plastic pitcher.
- Allow each child a turn to pour juice into his/her individual glass.
- Assist children as needed. Help each child to be successful.

Teacher Note: Add small plastic pitchers and glasses to the water table or tub so that children can practice pouring.

Activity: Servers

- Allow children turns to be table helpers/servers.
- Provide a name tag for each child to wear when they are the helpers.
- Decide tasks that children can perform and demonstrate and discuss with them how to do the tasks.

Teacher Note: Consider these tasks for the helpers: placing napkins, eating utensils and glasses on the table.

Teacher Note: Have a fair system for selecting helpers. Allow each child a turn. Help each child be successful.
Movement/Physical Education

Benchmark:

1.7 Demonstrates willingness to try new things
1.9 Shows persistence in approaching tasks
4.6 Coordinates eye and hand movements to complete tasks
4.12 Shows balance and coordination

Activity: Parking the Car (Tricycle)

- **Angle Parking:** Use sidewalk chalk to create lines on the sidewalk to make parking spaces for children to drive their tricycles into.
- Explain to children that at restaurants and at grocery stores, lines on the parking lot designate parking spaces for vehicles.
- Challenge the children to park their tricycles in the spaces without going over the lines or bumping the tricycle in the next space.
- Challenge the children to pedal backwards to get out of the parking space.
- **Parallel Parking:** Use sidewalk chalk to create short lines coming out from a building or a curb for children to use to parallel park their tricycles.
- Challenge the child to park a tricycle in one of the spaces when the other spaces are empty.
- Park tricycles in the other spaces and challenge the child to drive the tricycle into the space without bumping into the other tricycles and without getting off and lifting the tricycle.

Teacher Note: This activity also involves coordination of eye, hand and feet movements to complete the task.

Learning Centers

Benchmark:

2.10 Explores and manipulates art media
3.23 Shows awareness of cause-effect relationships

Art Straw Painting

- Provide slick-surfaced paper (about 9 x 12 inches), short plastic straws (or long straws cut in half), liquid tempera in margarine tubs.
- Place the paint container next to the paper.
- Suggest that the child dip the straw into the paint, move the straw over the paper, dropping the paint onto the paper. Then child is to hold straw as close to the paper as possible and blow the paint in any direction until the drops of paint are gone.

Teacher Note: Help children understand how to blow through straws. Ask that they put their hand over the end of the straw as they blow into it. If they are blowing instead of sucking, they will feel air on their hand. **Make 6 to 8 holes in the straw with a straight pin to prevent the children from sucking the solution through the straw.**

Teacher Note: Experiment with different colors of paint. For example, have child drop two colors of paint (blue and yellow, for example) onto the paper, keeping the drops close to each other. Observe to see if the paint mixes and creates another color and if child notices and comments.

Teacher Note: Try one painting yourself before introducing the activity to the children. Be sure the paint is thin enough to blow easily and thick enough so that it does not soak into the paper too soon.
**Block Center**
- Make and attach pizza delivery signs to cars and trucks.
- Post pictures of grocery stores and restaurants on wall in block center.

**Library/Book Corner**
- Add books about people and places in the community that provide food.
- Add magnetic or felt pictures of food items and food place labels; pictures that have been laminated or covered with clear, self-adhesive paper and to which Velcro, felt or magnetic strips have been added to the back.
- Add a felt or magnetic board.
- Add grocery store sale papers.
- Add Restaurant Book made by children.
- Add storytelling figures for *The Little Red Hen* and a story board.

**Benchmarks:**
- 2.1 Shows creativity and imagination in play with materials and props
- 2.2 Participates in dramatic play themes that become more involved and complex
- 3.34 Shows awareness of the roles people play in society

**Home Living/Dramatic Play**
- Add Grocery Store theme box. Include empty and clean food containers, a toy shopping cart, paper grocery sacks, plastic fruits and vegetables, toy cash register, toy money, grocery store sale papers. Make sure containers are safe with no sharp edges.

**Teacher Note:** Add food containers that reflect the diversity of the children in your group.

- Add a Restaurant theme box: menus, trays, table place settings, aprons, cash register, play money, chef’s hat

**Teacher Note:** Add menus from ethnic restaurants. Create your own menus with food items, prices and pictures.

**Benchmarks:**
- 4.6 Coordinates eye and hand movements to complete tasks
  - 4.7 Uses small muscles for self-help skills

**Manipulatives**
- Add play dough with rolling pins, cookie cutters, and small baking pans
- Add cereal box puzzles.
- Place a lunchroom tray on a towel on a low table. Put a small transparent plastic pitcher with water and plastic glasses on the tray. Allow the children, one at a time, to practice pouring the water from the pitcher into the glasses, then emptying the glasses back into the pitcher. Observe to see if children can pour without spilling.

**Benchmark:** 4.6 Coordinates eye and hand movements to complete tasks

**Water table or tub**
- Add small transparent plastic pitchers and glasses to the water table or tub.
- Add plastic dishes and a dish brush to the water table or tub. A small amount of dish detergent can be added. Provide dish towels for drying.
Science/Discovery

Activity: A Talking Tube (p. 12)

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

Activity: Drive-in/Fast Food Restaurant
- Create a storefront from a large appliance box or the playhouse, for example.
- Involve children in naming and making a sign for the restaurant. Post the sign on the storefront.
- Provide small pads of paper or a clipboard with paper and pencils for taking orders, small trays and paper food containers.
- Stand back and observe children to see what they do with the props.

Activity: Pizza Delivery Tricycle
- Involve children in creating a pizza delivery sign to attach to the tricycle.

Activity: A Talking Tube (p. 12)

Transition Activities

Activity: Splish Splash
- Use a small felt board and 2 ice cream cones
- Say, “One ice cream cone, oh so sweet, fell splish splash on Christopher’s feet.” Christopher goes to the bathroom.
- Or say, “Two ice cream cones, oh so sweet, fell splish splash on Josh and Ariana’s feet.” Josh and Ariana go to get their coats.

Activity: Holding an Ice Cream Cone
- Say to children as they are preparing to go outdoors, “Let’s pretend we’re holding an ice cream cone. Be careful to not drop it as we go outdoors.”

Activity: What’s on the Menu? (Menu Cube)
- Allow each child a turn to toss the menu cube and name the food item on the top of the cube.
- Child transitions to the next activity.
Send home a note to parents stating for the next few days, the children will be learning about places in the community that provide food. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center environmental print items such as disposable menus from restaurants, clean napkins and paper food containers with logos.
- Include the titles and authors of some of the children's books about places in the community that provide food. Suggest that they look for these books in the local library, check them out and read them with their child.
- Suggest that families involve their child in home gardening experiences.

### Weekly Plan Sheet

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<th>Day</th>
<th>Group Time #1</th>
<th>Group Time #2</th>
<th>Topic of Study</th>
<th>People and Places in the Community Provide Food</th>
<th>Teacher(s)</th>
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### Changes to the Environment (Props, materials added to Centers)

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<td>Milk</td>
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<tr>
<td>Water</td>
<td>Spaghetti</td>
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</table>
Introduction

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.

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 Locate at A Story a Month on the Arkansas Better Beginnings website.
- 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.

Contact the Division of Child Care and early childhood education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website.

- A Story a Month – *The Three Little Pigs* (patterns for storytelling figures)

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

**Benchmarks:**

3.5 Understands that print conveys a message

5.8 Participates in group discussion

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.”
- Keep the list 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.

### 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 list 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.

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

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.

Additional Benchmarks: 5.3 Expands vocabulary
5.8 Participates in group 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 Benchmarks:
3.43 Identifies purpose of common technologies and tools
3.45 Communicates about technology and tools using developmentally appropriate and accurate terminology
5.3 Expands vocabulary
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 Benchmarks:**
- 3.2 Uses picture cues to tell a story
- 3.14 Demonstrates the ability to order and sequence
- 3.18 Shows an awareness of time concepts

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?

**Additional Benchmarks:**
- 3.42 Shows awareness of technology and tools and their impact on how people live
- 3.43 Identifies purpose of common technologies and tools
- 3.45 Communicates about technology and tools using developmentally appropriate and accurate terminology

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.

**Additional Benchmarks:**
- 3.11 Classifies objects conceptually (things that go together)
- 3.43 Identifies purpose of common technologies and tools
- 5.3 Expands vocabulary
- 5.8 Participates in group discussion

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*.

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Adventures in Learning - #4 Communities
People Who Help Build Our Community -Revised
• 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 Benchmark: 1.27 Identifies and understands others’ emotions and intentions

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

Additional Benchmark: 3.2 Understands picture cues to tells a story

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.
• 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.

<table>
<thead>
<tr>
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### Language Materials and Activities

- **Benchmark: 3.1** Shows enjoyment of books and stories and discussion of them

**Storytelling Figures: 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.

**Benchmarks: 5.1** Demonstrates phonological awareness (hearing and recognizing the sounds of language)

**5.5** Participates in songs, finger plays, rhyming activities and games

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

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 House for Me

(Suit actions to words)

The carpenter’s hammer
Goes rap, rap, rap,
And his saw goes see, saw, see.
He hammers and hammers
And saws and saws,
And builds a house for me.

Hammer and Saw
(Suit actions to words)

"Pound, pound, pound,"
Says the little hammer.
Pound, pound, pound.
Pound the nails in tight.

"Saw, saw, saw,"
Says the little saw.
Saw, saw, saw,
Saw the boards just right.

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.

Benchmarks:
1.22 Shares, takes turns
1.23 Follows rules
3.36 Shows awareness of safe behavior
3.42 Shows awareness of technology and tools and their impact on how people live
3.43 Identifies purpose of common technologies and tools
3.44 Demonstrates the safe and cooperative use of technology and tools
3.45 Communicates about technology and tools using developmentally appropriate and accurate terminology
5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures
5.8 Participates in group discussion

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 Note: 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.

Teacher Note: Provide as many real tools for children as possible for them to safely
handle.

Teacher Note: 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.

Teacher Note: 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.

Benchmarks:

3.43 Identifies purpose of common technologies and tools
3.45 Communicates about technology and tools using developmentally
appropriate and accurate terminology
5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures

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 crumpled newspapers. Use
several sheets of paper because this will 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…..”
  o Measure a board? (tape measure, rule, folding ruler)
  o Cut a board into two pieces? (hand saw)
  o Nail two boards together (hammer and nails)
  o Put screws into wood? (screwdriver)
  o Dig a hole? (shovel)
  o Chop down a tree? (ax)
  o Grip a wire? (pliers)
  o Drill a hole in a piece of wood? (brace and bit)
  o Turn a screw? (adjustable wrench)
  o Hold a board in place? (vise)
  o Protect your hands? (work gloves)
  o Protect your head and hands? (hard hat and work gloves)

Additional Benchmark: 5.9 Uses language to problem solve
Benchmarks:  1.22 Shares, takes turns  
1.23 Follows rules  
3.4 Demonstrates visual discrimination and visual memory skills

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 Note:  Begin with a small number of matching cards and add more as children seem ready to play the game with additional pairs.

Teacher Note: Remember that the object of the game is for children to develop visual discrimination and visual memory skills and that there are to be no winners or losers.

Teacher Note: Allow the children to play the game independently.

Benchmark:  3.4 Demonstrates visual discrimination and visual memory skills

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 Note: Increase the number of tools as children become more skilled in this activity.

Teacher Note: 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

Benchmark: 3.10 Classifies objects by physical features such as shape or color

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?”

Benchmarks: 3.23 Shows awareness of cause-effect relationships
4.6 Coordinates eye and hand movements to complete tasks

Activity: Sanding Blocks
- Introduce children to sanding blocks. (See Materials to Collect and Make for information on how to make the sanding blocks.)
- Provide wood pieces and sanding blocks.
- Allow children to explore and experiment with the wood and the sanding blocks.
- Show children how to sand wood pieces smooth with the sanding blocks.

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.

Additional Benchmark: 3.22 Makes comparisons (scientific process: comparing)

Food/ Nutrition Experience

Benchmarks: 4.3 Tries new foods before deciding whether he/she likes them
4.6 Coordinates eye and hand movements to complete tasks
4.7 Uses small muscles for self-help skills

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 Note:** Allow children to do as much of this food experience as possible.

**Teacher Note:** Teachers and children should always wash hands before participating in a food experience.

**Teacher Note:** Consider using other fruit such as pineapple tidbits for a variation of this activity. Plain yogurt can be used instead of frozen.

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**Movement/Physical Education**

**Benchmarks:**
- 4.10 Throws, kicks, bounces, and catches
- 5.10 Follows directions in sequence
- 1.19 Works cooperatively with others

**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 Benchmark: 1.22 Shares, takes turns

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 Note: Some children may be able to dribble while walking while others will not.
Teacher Note: 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.

Benchmarks: 2.10 Explores and manipulates art media
2.12 Preplans art project and then works with care
3.29 Manipulates and combines two-dimensional shapes

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.
- Encourage children to draw on their structures with markers, paint them with tempera paint or decorate them with collage materials and paper shapes.
- 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 Sculpture
- 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.

Additional Benchmark: 4.8 Uses writing and drawing tools with control and intention

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.

Additional Benchmarks: 3.22 Makes comparisons (scientific process: comparing)
3.23 Shows awareness of cause-effect relationships

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
- Add ruler and 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 (laminate 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: tape measure, ruler, adjustable wrench, ruler, work gloves, hard hat, and carpenter’s pencils.
- Add a tool belt
- Add a carpenter’s apron

**Benchmarks: 4.6 Coordinates eye and hand movements to complete tasks**

### 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.

**Additional Benchmark: 4.8 Uses writing and drawing tools with control and intention**

### 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.

### 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)

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**Transition Activities**

**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.

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**Family Activities**

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.
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**Changes to the Environment (Props, materials added to Centers)**

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<td>Builder’s Tools Concentration – p.10 Add construction worker puzzles, bristle blocks, hammering kit, small basket with pencils and unlined paper – p. 15</td>
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<td>Hard Hat and Work Gloves</td>
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<td>Shovel</td>
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Geoboards

Cut a 7” square from 1” thick plywood. Be sure to sand edges until they are smooth. Hammer 25 nails ½” deep into the square 1 ¼” apart. Use sturdy 2” nails with smooth, flat heads.

Activity: Geoboards

- Introduce geoboards to the children.
- 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?”

Adventures in Learning - #4 – Communities
People Who Help Build Our Community
## Weekly Plan Sheet

### Communities Review Week

**Monday**
- **Group Time #1**: FP: We Came to School Today – p. 6
  - **Third Reading of Curious George and the Dump Truck** – p. 5
  - **FP or Song**: If You’re Happy – p. 6

**Group Time #2**: FP: Books to Explore – p. 6
- **Second Reading of Curious George Visits the Library** – p. 4
  - **FP or Song**: This is the Way – p. 7

**Small Group Activities**: Create Picture Post Cards – p. 16
- **Transition Activities**: Mail Call – p. 17
- **Special Activities**: Parachute/Blanket Play – p. 14

**Tuesday**
- **Group Time #1**: FP: Five Fire Fighters – p. 5
  - **Second Reading of Curious George at the Fire Station** – p. 4
  - **FP or Song**: Our Friends – p. 6

**Group Time #2**: FP: Police Officers – p. 5
- **Second Reading of Curious George Visits the Police Station** – p. 4
  - **FP or Song**: Do You Know Who Keeps Us Safe? – p. 6

**Small Group Activities**: Match the Badges – p. 9
- **Transition Activities**: Traveling to an Emergency – p. 13
- **Special Activities**: Outdoor Obstacle Course – p. 11

**Wednesday**
- **Group Time #1**: FP: Doctor’s Day – p. 6
  - **Third Reading of Froggy Goes to the Doctor** – p. 3
  - **FP or Song**: Doctor, Nurse, Dentist – p. 7

**Group Time #2**: FP: Tiny Tim – p. 6
- **Second Reading of Berenstain Bears Visit the Dentist** – p. 5
  - **FP or Song**: What Do You See? – p. 8

**Small Group Activities**: Fourth Reading of Curious George Goes to the Hospital – p. 4
- **Transition Activities**: Name the Object – p. 15
- **Special Activities**: Jumping the Creek – p. 13

**Thursday**
- **Group Time #1**: FP: Going Shopping – p. 6
  - **Second Reading of Just Shopping with Mom** – p. 4
  - **FP or Song**: The Cook in the Kitchen – p. 8

**Group Time #2**: FP: The Apple Tree Chart – p. 6
- **Second Reading of Froggy Eats Out** – p. 4
  - **FP or Song**: Oh, Do You Know? – p. 7

**Small Group Activities**: Third Reading of Growing Vegetable Soup – p. 3
- **Transition Activities**: Splish, Splash – p. 16
- **Special Activities**: Parking the Car – p. 14

**Friday**
- **Group Time #1**: FP: Johnny Works with One Hammer – p. 6
  - **Third Reading of Building A House** – p. 4
  - **FP or Song**: A Builder We Will Be – p. 7

**Group Time #2**: FP: A House for Me – p. 6
- **Storytelling**: The Three Little Pigs – p. 6
  - **FP or Song**: This Is the Way the Builder’s Build – p. 7

**Small Group Activities**: Builder’s Tools Concentration – p. 10
- **Transition Activities**: Who Has This Tool? p. 16
- **Special Activities**: Drop and Catch – p. 12

### Changes to the Environment (Props, materials added to Centers)

<table>
<thead>
<tr>
<th>Art</th>
<th>Blocks</th>
<th>Books</th>
<th>Dramatic Play / Home Living</th>
<th>Manipulatives</th>
<th>Sand / Water</th>
<th>Science / Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straw painting, easel painting, wood scrap sculpture</td>
<td>Cardboard brick blocks, blueprints, newspaper logs, ruler, tape measure, pizza delivery signs to cars, walkie-talkie, emergency vehicles</td>
<td>Add books, pictures, storytelling figures</td>
<td>Add Grocery Store theme box, Restaurant theme box, Medical Office prop box, tool box with tools, tool belt</td>
<td>Builder’s tools concentration, career puzzles, lacing cards, bristle blocks, tub with cotton balls and tongs</td>
<td>Water – add clear plastic tubing, small transparent plastic pitchers and glasses, plastic dishes, dish brush, and towels</td>
<td>Match the Police Badges, geoboards, rubber bands, and cards, sandbox blocks, Talking tube</td>
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