

Topic of Study – Places Families Call Home

Introduction

The families of the children who enter your classroom each day live in many types of homes. Some will have a spacious home where children have a private bedroom, while others may live in a small apartment or mobile home crowded with people. Some families will have lived in the same house for years, while other families move frequently. Some children may live in more than one home with more than one family, or live with a foster family. A family may be living in a temporary shelter. No matter what kind of places families live in, these places are important to them and to their children.

Teachers should accept and respect the homes in which children and their families live. Key to this respect and acceptance is the planning of experiences specifically for and with the children in the room. This is quite different from planning a stereotypical topic of study on homes or recycling last year's lesson plans.

Becoming familiar with the places families call home is a challenge that calls for both sensitivity and an adherence to a professional code of conduct. A teacher or caregiver living in the same community as the children and their families may have first-hand information about their homes. Other strategies to consider include home visits, enrollment forms, conferences and conversations with family members, discussions with and listening to children, and photos sent from home. All of this information is for the primary purpose of planning activities and including materials and props that are supportive of and are authentic for each child.

Know your children, their families and something about the places they call home. Adapt the activities in this topic of study to fit your children and their families.

Teacher Notes

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

400 PROGRAM – 401 Program Requirements for all ages

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

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

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

Big Ideas

Here are four big ideas about places families call home you can help children explore:

- Most families live in some kind of home or shelter
- There are many kinds of homes and each is different, both inside and outside
- Some children may have more than one place they call home
- Families sometimes move from one home to another

Materials to Collect and Make

- Pictures of different kinds of homes: single family dwelling, duplexes, apartment buildings, mobile homes – Laminate or cover the pictures with clear self-adhesive paper for durability. Place a piece of felt or magnetic strip on the backs of the pictures.
- Pictures of furniture, appliances and other items found in homes – Laminate or cover the pictures with clear self-adhesive paper for durability. Place a piece of felt or a magnetic strip on the backs of the pictures
- Children's books about homes
Houses and Homes by Ann Morris, photographs by Ken Heyman
The Three Bears by Paul Galdone
A Chair for My Mother by Vera B. Williams
- Felt or Magnetic Board
- Storytelling Figures
Storytelling figures (felt or magnetic) for the book, *Peter's Chair* (See Attachment: [Peter's Chair](#))
Storytelling figures (felt or magnetic) for the book, *The Three Bears* (See Attachment: [The Three Bears](#))
- Storytelling figures (felt or magnetic) for the story, pages 19 and 20, *The Round Red House* (See Attachment: [The Round Red House](#))
- Listening Lotto Sounds at Home Game
- Three Bears Prop Box: 3 stuffed bears, bowls, chairs and pillows or towels (to represent beds), all in 3 different sizes

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.
- Listening Lotto Sounds at Home Game can be purchased from school supply catalogs.

Introducing and Concluding the Topic

Introduction: Finding out What Children Know about Places Families Call Home

Learning Goals:

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

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

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

To introduce the topic of “Places Families Call Home” 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 the places our families call home.”
- Write on chart paper, chalk board or marker board the words “Places Families Call Home.”
- Show pictures of different types of homes: single family dwellings, duplexes, apartment buildings, and mobile homes, for example.
- Say to the children, “These are pictures of some of the places where families live.” Invite children to look at the pictures of homes and discuss what they know about them. You may have to ask children if any of the homes look like their homes.
- Make a list of all of the things children know about places families call home.
- Review the list with them and say, “You already know a lot of things about places families call home and we’ll find out even more.”
- Now ask children what else they would like to know about places families call home.
- Make a list of things children would like to know about homes.
- Keep the two lists until you have completed the topic of study.

What We Know about Places Families Call Home	What We Would Like to Know about Places Families Call Home	Things We Learned about Places Families Call Home

Conclusion: Finding out What Children Have Learned about Places Families Call Home

- Gather the children in a group at the conclusion of the study about places families call home.
- Write on chart paper, chalk board or marker board, "Things We Learned about Places Families Call Home."
- Invite children to tell you some things they have learned about places families call home. You may have to ask children to name some of the different places that families call home or ask questions such as, "Have you moved from one house to another?" "What are some rooms we find in many homes?"
- Make a list of all the things children learned about places families call home.
- Read the first two lists you made with the children. Then say, "Here are some new things you found out about places families call home" and read today's list with the children.

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

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

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

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

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

EL1.2 Engages in read-alouds and conversations about books and stories

Book #1: *Houses and Homes* by Ann Morris, photographs by Ken Heyman

First Reading of *Houses and Homes*

- Prepare to read the book, *Houses and Homes*.
- Show cover; give title, author and photographer. (Explain that the author is the person who writes the book and the photographer is the person who takes the pictures.)
- Say to children, "The people you see on the cover are in front of their house. These people live in a country far, far away from where we live. They live in a country called Kenya. As we read the book, you will see many kinds of homes. Most of them will not look like our homes."
- Read the story so all children can see the pictures in the book.
- Follow up by asking children if they saw any houses that were like theirs. Did they see houses that were different from theirs? Which houses would they like to live in and why? Show pictures in the book as you and children are having this discussion.

Second Reading of *Houses and Homes*

- Prepare to read the book, *Houses and Homes*
- Show cover, give title, author and photographer.
- Read story so all children can see the pictures in the book.
- Follow up by showing each page and inviting children to discuss what it would be like to live in the houses shown.

Teacher Notes:

- *Be aware of a child or children who seem to be interested in finding out more about the houses and people in the book. Individually or with a small group who are interested, share information you think they can understand. Refer to the Index for additional information.*
- *This book is an informational book rather than a story book. Some books, such as *Houses and Homes*, can be shared with all of the children while other information books may be of interest to only one child or to a few children.*

Book #2: *The Three Bears* by Paul Galdone, author and illustrator

First Reading of *The Three Bears*

- Prepare to read the book, *The Three Bears*.
- 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.
- Read story so all children can see the pictures in the book.
- Change your voice to match each of the bears.
- Follow up with questions such as, "What did you like best about the story? What was your favorite part? What surprised you?"

Second Reading of *The Three Bears*

- Prepare to read the book, *The Three Bears*
- Show cover, give title, author and illustrator.
- Invite children to recall something they remembered about the story.
- Read story so all children can see the pictures in the book.
- Follow up with questions such as, "How do you think Goldilocks felt when the bottom of Baby Bear's chair fell out and she fell on the floor?" "How do you think the bears felt when they realized that someone had been in their house?" "How do you think Goldilocks felt when she woke up and saw the Three Bears staring at her?" (frightened)
- Invite children to share some things that have frightened them.

Additional Learning Goals:

SE2.1 Experiences, expresses, and regulates a wide range of emotions (*emotional expression*)

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

Third Reading of *The Three Bears*

- Prepare to read the book, *The Three Bears*.
- Show cover and invite children to recall the title. Give author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up by involving children in discussing things about bears that are real and things that are make believe.
- Suggest that children give a "thumbs up" for things that are real, or answer "yes" and a "thumbs down" for things that are make believe, or answer "No."
- Ask questions such as:
 - "Do bears live in the woods?" (Thumbs up – Yes)
 - "Do bears live in houses?" (Thumbs down – No)
 - "Are bears different sizes?" (Thumbs up – Yes)
 - "Can there be a Papa Bear, Mama Bear and Baby Bear?" (Thumbs up – Yes)
 - "Do bears sit in chairs?" (Thumbs down – No)
 - "Do bears sleep in beds?" (Thumbs down – No)
 - "Do bears eat porridge for breakfast?" (Thumbs down – No)
 - "Do bears eat blueberries?" (Thumbs up – Yes)
 - "Do bears sometimes frighten people?" (Thumbs up – Yes)

Book #3: *A Chair for My Mother* by Vera Williams, author and illustrator

First Reading of *A Chair for My Mother*

- Prepare to read the book, *A Chair for My Mother*
- 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 their mother has a chair. What is the chair like? What color is it? When does she sit in it? Do they ever sit in their mother's chair?
- Say to children, "Let's read the story and find out about the little girl (point to her on the cover), her mother (point to mother in window), and a chair."
- Read story so all children can see the pictures in the book.
- Follow up by asking children to recall why the girl's mother doesn't have a chair. What happened to their house? How did they get furniture after their house burned?
- Allow children to share personal experiences with homes lost in a fire.

Second Reading of *A Chair for My Mother*

- Prepare to read the book, *A Chair for My Mother*
- Show cover. Invite children to recall the title. State 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 with large pictures and inviting the children to retell the story by looking at the pictures.
- Show the pictures of the house on fire and of remains of charcoal and ash.
- Invite children to discuss how the girl and her mother must have felt when they saw their house on fire and when they did not know where the Grandma was. How did they feel when they looked in the window and saw charcoal and dust? How did they feel when neighbors brought them furniture for their apartment?

Additional Learning Goal

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

Third Reading of *A Chair for My Mother* (Small Group)

- Prepare to read the book, *A Chair for My Mother*.
- Show cover and give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up by inviting children to tell you the different places the girl and her mother lived. (in house that burned, with Aunt Ida and Uncle Sandy, then in a downstairs apartment)
- Show each page and invite one child to tell you something about that page. Allow each child a turn.
- Call attention to the small pictures and invite children to discuss them.
- Show the double spread pages that show the neighbors bringing things for the family when the girl and her mother moved into their new apartment. Invite children to locate the different items that family and neighbors brought for the family.

Additional Books

A House Is a House for Me by Mary Ann Hoberman, illustrated by Betty Fraser

The Full Moon at the Napping House by Audrey Wood, illustrated by Don Wood

If I Built a House by Chris Van Dusen

The Little House by Virginia Lee Burton (also available in Spanish)

Mary Engelbreit's Mother Goose by Mary Engelbreit

My Very First Mother Goose by Iona Opie, illustrated by Rosemary Wells

The Napping House by Audrey Wood, illustrated by Don Wood (also available in Spanish)

Peter's Chair by Ezra Jack Keats

Three Little Pigs by Paul Galdone

Tomie dePaola's Mother Goose by Tomie dePaola

Two Homes by Claire Masurel, illustrated by Kady Macdonald Denton

Language Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

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

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

There Was an Old Woman (Nursery Rhyme)

There was an old woman
Who lived in a shoe,
She had so many children
She didn't know what to do;
She gave them some broth
Without any bread;
She kissed them all soundly
And put them to bed.

Teacher Note: Say the nursery rhyme with children. If you have a Mother Goose book, read the rhyme from the book while showing the picture. Discuss with children what they think it would be like to live in a shoe. How big would the shoe have to be?

Peter, Peter, Pumpkin Eater (Nursery Rhyme)

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep.
He put her in a pumpkin shell
And there he kept her very well.

Teacher Note: Say the nursery rhyme with children. If you have a Mother Goose book, read the rhyme from the book while showing the picture. Invite children to discuss what it would be like to live in a pumpkin shell

Five in the Bed

There were five in the bed (hold up five fingers)
And the little one said,
"Roll over! Roll over!" (roll hands over each over)
So they all rolled over and one fell off.

Additional verses:

There were four in the bed	(hold up four fingers)
There were three in the bed	(hold up three fingers)
There were two in the bed	(hold up two fingers)
There was one in the bed	(hold up one finger)
And the little one said, "Good Night!"	

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!" (make scolding motion)

Additional verses:

Four little monkeys.....
Three little monkeys.....
Two little monkeys.....
One little monkey.....
Now there's no more monkeys jumping on the bed!

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories

Storytelling Figures: *Peter's Chair* (See Attachment: [Peter's Chair](#))

- Make either felt or magnetic storytelling figures for the story
- Read the book, *Peter's Chair*, to the children.
- Use the storytelling figures to tell the story.
- Explain to 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.

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

- Make either felt or magnetic storytelling figures for the story.
- Read the book, *The Three Bears*, to tell the story.
- Use the storytelling figures to tell the story.
- Explain to children that the storytelling figures will be in the library/book area for them to use.

Storytelling Figures: "The Round Red House" (See Attachment: ["The Round Red House"](#))

- Make either felt or magnetic storytelling figures for the patterns for story, *The Round Red House*
- Locate the story on pages 19 and 20.
- Use the storytelling figures to tell the story.
- Explain to children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Learning Goals:

CD2.1 Focuses and sustains attention (*selective attention*)

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

Activity: Sounds of Home

- Purchase or make a CD of sounds heard in the home: water running, vacuum cleaner, telephone, door closing, doorbell, washing machine, alarm clock chiming/ringing, dogs barking, lawn mower, cats meowing
- Explain to children that they will be hearing sounds they might hear at home. Stress listening to the sounds.
- Play the CD, one sound at a time, stopping after each sound to allow children to identify it.

Teacher Notes:

- *Have pictures of the items heard on the CD. In small groups, give each child one picture to hold up when the corresponding sound is heard.*
- *This game can be used as a transition activity. Call a child by name, play one sound and ask the child to identify it and transition to the next activity.*

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

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

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

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

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

Activity: Visit a Motor Home or Camper (Small Group)

- Arrange for a family member, friend, someone in the community, or a motor home/camper company to drive a motor home or camper to the program site.
- Take a few children (4-5) at a time inside the motor home or camper.
- Allow time for children to look around and explore.
- Invite children to observe some of the features of the motor home or camper.
- Return to the classroom and invite children to discuss what they observed.
- Involve each small group of children in writing a story about their visit to the motor home or camper.

The Camper

Natasha said, "Four people could sleep in the camper."

Miguel said, "There was a refrigerator in it."

Sam said, "The shower in it was very small."

April said, "My grandma and grandpa have a camper."



Science/Discovery and Math

Learning Goals:

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

SS2.2 Demonstrates simple geographic knowledge (*awareness of location and place*)

Activity: My Address is Where I Live

- Ask families to send a photograph of their family's home to class or have the children draw a picture of their home.
- Involve children in telling their address (street number and street name) as you write it on a 3 x 5 index card.
- Spread the cards on a table and invite children to find their address card and place it beneath their home photo or drawing.

Teacher Note: *Consider adding children's names to the cards to make identification easier.*

Learning Goals:

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

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

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

MT2.1 Uses classification and patterning skills (*classification*)

SS2.2 Demonstrates simple geographic knowledge (*awareness of location and place*)

Activity: Which Room? (Small Group)

- Collect pictures of common items found in a home; items that are normally found in the kitchen, living room/family room, bedroom and bathroom. Catalogs, magazines and advertisements are excellent resources for pictures. Laminate or cover the pictures with clear self-adhesive paper for durability.
- Create a chart with columns representing different rooms found in most homes: kitchen, family room/living room, bedroom and bathroom.
- Gather a small group of children, 3 to 5.
- Involve children in naming the items in the pictures and discussing how the items are used.
- Place 4 pictures of items on the table, one representing each room.
- Say, "I'm looking for something that goes in the kitchen. Jenny, which of these would you find in a kitchen?" "That's right, Jenny, a refrigerator would go in the kitchen. Place the refrigerator in this column which says 'Kitchen.'"
- Repeat this procedure with a different child for the other 3 columns. This gives children a written and a pictorial clue to continue the game.
- Invite children one at a time to select an item and place it in the correct column.

Kitchen	Family Room	Bedroom	Bathroom

Teacher Notes:

- *Should a child place a picture in a column other than the one you think is correct, invite the child to discuss why he or she put the item in that column. Accept all answers. Remember that each child's home is different.*
- *Place this activity in the Science/Discovery Center and allow children to play with it independently.*

Learning Goals:

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

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

MT1.1 Demonstrates number sense and an understanding of quantity (*number names and count sequence, comparison of quantity, connection of number, numeral and quantity*)

Activity: My Favorite Room at Home

- Provide a choice of three rooms that most homes have
- Prepare a graph with columns for each room. Use a picture or drawing of something to indicate each room; a refrigerator for a kitchen, a sofa for the family room, and a bed for the bedroom, for example.
- Discuss with children the names of the rooms so that all children have the same understanding.
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose a room that is their favorite room at home.
- Invite each child to choose a room that is their 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 room the best.

My Favorite Room at Home

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Kitchen	Family Room	Bedroom

- Write a summary story and read it with the children.

My Favorite Room at Home

Five children like the kitchen the best. Three children like the family room the best. Four children like the bedroom the best.

Food/Nutrition Activities

Learning Goals:

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

SE3.2 Demonstrates competence and confidence

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordination to use tools (*utensils*)

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
(*exploration of food experiences*)

Activity: Family Style Meals

- Involve your children in serving food family style when this is feasible for you to do.
- Consider starting out with only one food item; one that will be easy for children to serve themselves. An example of an easy food to serve is chicken patties.
- Place food in bowls or on plate of a size that children can handle. Use serving utensils that are a size for their hands.
- Sit at the table with the children and model serving yourself the food item. Say, "I am taking one chicken patty." Pass the serving bowl/dish to the child on your right and say, "Please take one chicken patty and pass the dish to your friend on your right." (Use children's names)
- Support each child to be successful. Help as needed.
- Serve the children the other food items on the menu this first time.
- Allow children to serve themselves additional food items as they understand and become skilled in this process.

Teacher Note: *Consider beginning family style serving at snack time where there are fewer items. Remember to be a model for children and to talk them through what they are to do. For example, be specific about how many crackers they are to take or how many spoons of applesauce.*

Activity: Favorite Fruit at My House

- Prepare 3 serving bowls with 3 fruits. For example, offer children cantaloupe, honey dew melon and watermelon in bite size chunks. Provide serving spoons that are a size to fit children’s hands.
- Provide each child with a small plate, fork and napkin.
- Discuss with children that each is a type of melon.
- Invite them to discuss which of the fruits they have eaten at home.
- Sit at the table with children and model serving yourself some of each type of fruit. Say, “I’m taking two chunks of cantaloupe.” Pass the serving bowl to the child on your right and say, “Please take two chunks of cantaloupe and pass the dish to your friend on your right.” (Use children’s names)
- Repeat this process with the other two serving bowls of fruit.
- Model eating each type of fruit and discussing how each tastes.
- Complete a graph of the favorite fruit at each child’s house at a later time of the day.

Teacher Notes:

- *This activity can be done with other types of fruit such as apples, bananas and strawberries.*

Favorite Fruit at My House

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Cantaloupe	Honey Dew Melon	Watermelon

- Write a summary story and read it with the children.

Favorite Fruit at My House

Five children like cantaloupe the best at their house. Three children like honey dew melon the best. Four children like watermelon the best.

Teacher Notes:

- *Be aware of food allergies when planning food experiences.*
- *Teachers and children should always wash hands before participating in food experiences.*

Additional Learning Goals:

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

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

MT1.1 Demonstrates number sense and an understanding of quantity (*comparison of quantity and connection of number, numeral and quantity*)

Movement/Physical Education

Learning Goals:

PH1.1 Demonstrates locomotor skills (*body movement, traveling and complex movement*)

PH1.2 Shows stability and balance (*core stability and jumping, hopping and leaping*)

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

Activity: Finding My Way Home (Obstacle Course)

- Create an obstacle course in the classroom. For example, balance beam or taped line on floor, rope to jump over, table to crawl under, chair to walk around, box to move through on stomach, hula hoop or circle of yarn to hop into and out of, cones or two liter bottles weighted with sand or rocks for children to zigzag through.
- Provide each child a carpet square or a personal space marker in a circle. Tell them this is their home.
- Explain to children that you have created an obstacle course that they will have to travel through to get back to their home. Give them directions as to what they are to do at each obstacle.
- Designate a leader to begin traveling through the obstacle course.
- Be available to help children get through each obstacle.

Activity: Outdoor Obstacle Course

- Create an outdoor obstacle course for children to travel through: walk around the climbing structure, 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 to create the course.
- Designate a spot on the playground as "home" and invite children to travel through the obstacle course and return home.

Activity: Driving Home

- Create an obstacle course on the playground for children to steer tricycles through. Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Designate a spot on the playground as "home" and invite children to steer their tricycles through the course and return home.

Teacher Note: *Assist each child in being successful in traveling through the obstacle courses.*

Activity: My Family's Favorite Sport

- Invite children to name and discuss the sports that their families enjoy playing or watching. Examples may include baseball, football, basketball, volleyball, swimming, tennis, bowling, soccer, and golf.
- Ask children to demonstrate how they use their arms in the sports activities they name.
- Involve other children in the arm movements demonstrated.
- Invite children to discuss other items needed in the sports that their families enjoy. For example, baseball/bat and glove, golf/ ball and golf clubs, tennis/ball and racket, basketball/ball and hoop, soccer/ball and feet, bowling/ball and pins

Learning Centers

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

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

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

Art Center

Learning Goals:

SE1.2 Interacts with peers (*stages of play*)

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

PH2.1 Demonstrates fine motor strength, control, and coordination (*hand-eye coordination*)

PH2.2 Adjusts grasp and coordination to use tools (*scissors*)

SS2.2 Demonstrates simple geographic knowledge (*awareness of location and place*)

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

Activity: House Collage

- Provide a large sheet of butcher paper approximately 3' x 6', home decorating magazines, furniture store newspaper inserts, scissors, glue
- Write "Our House" across the top of the paper.
- Involve children in deciding on, naming and listing the rooms they want in their house.
- Use markers to section the paper into rooms and label each section as a room that children chose.
- Suggest that children work in pairs or small groups to search for pictures for each room.
- Involve children in placing at least one piece of furniture in a room as a picture label guide.
- Guide children to use glue to add furnishings to appropriate rooms.
- Encourage children to discuss why they have chosen the furnishings and their functions.
- Post the house collage on the wall at child's eye level.
- Invite families to look at the house their children furnished.

Teacher Notes:

- *Allow this activity to take place over several days.*
- *For younger children (3 year olds, for example) cut out pictures of furniture and appliances ahead of time and group by rooms. Guide children to select pictures to place in each room.*

Activity: Decorating My Room

- Provide wall paper samples, fabric samples, and small pieces of carpet and floor tile/vinyl.
- Suggest that children create and decorate a room in which they would like to live.
- Invite children to dictate a sentence about their room when they have completed it. The sentence can be written directly on the paper or on a small index card and attached to the creation.

Teacher Note: *A variety of types and sizes of paper, washable markers, crayons, colored pencils, scissors and glue should always be available in the art center for children to use in their various art creations.*

Block Center

- Add Lincoln Logs, pieces of cardboard, fabric scraps and carpet squares or pieces of carpet.
- Add a dollhouse and props to the center. The dollhouse can be purchased or made from recycled materials such as boxes of different sizes. Boxes can be attached to each other to make different rooms or stacked on top of each other to represent a two-story house or an apartment building.
- Add block people family sets to the center; sets that reflect diversity.
- Post pictures of different types of homes on the wall in the center.

Teacher Note: *Wooden unit blocks should always be in the block center and available for children to use in building.*

Library/Book Corner

- Add books about places families call home
- Add felt or magnetic storytelling figures for the following stories:
Peter's Chair
The Three Bears
The Round Red House
- Add a felt or magnetic board
- Add felt or magnetic figures of different types of homes and of furnishings for the home.

Home Living/Dramatic Play

- Add real estate magazines and motor home sales brochures to the center.
- Add to the center a Three Bears prop box with three different size stuffed bears, bowls, chairs and pillows or towels for beds. Label the outside of the box with words and a picture of the 3 bears. Include a copy of the book, *The Three Bears*, in the prop box.

Manipulatives

- Add small wooden blocks and interlocking blocks for building.

Learning Goals:

PH2.1 Demonstrates fine motor strength, control and coordination (*hand-eye coordination*)

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

SS2.2 Demonstrates simple geographic knowledge (*awareness of location and place*)

Activity: Address Puzzle

- Make two piece puzzles, one per child as follows: ½ of puzzle with the child's house number and the other ½ of the puzzle with the street name.
- Read with each child his or her address.
- Mix up the puzzle pieces.
- Invite children to match the two pieces to complete their addresses.

Teacher Note: *Consider adding identical stickers to the two piece puzzle to make identification easier for children who need a visual clue.*



Activity: My Name and Address

- Make a name and address card for each child on cardstock.
- Write the name and address using upper and lower case letters and numerals.
- Provide small magnetic letters and numerals. Invite children to match the letters and numerals with their name and address

Michael Smith
123 School Drive

Water table or tub

- Add plastic dishes, cups and saucers, a sponge for washing and a cloth for drying dishes.
- Involve children in adding a few drops of dish washing detergent to the water.

Sand table or tub

- Add plastic dishes, cups and bowls to the sand table.

Discovery/Science Center

- Add “Which Room?”

Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

- 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.

Transition Activities

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Activity: Name It!

- Show a picture of something found in a house. (Use pictures that are backed with felt or a magnetic strip.
- Invite a child to name the picture and place it on the felt or magnetic board.
- Child transitions to the next activity.
- Continue this activity with the other children.

Teacher Note: Consider this alternative strategy. Place the pictures on the felt or magnetic board. Invite children, one at a time, to come to the board and locate an item that would be found in a particular room in the house. For example, what would the child find in the kitchen?

Activity: This is the Way We Clean up Our House

- Sing this clean up song when it is time for children to begin cleaning up their areas and go to the next activity:

This Is the Way We Clean up Our House
(Sing to tune of The Mulberry Bush)

This is the way we clean up our house,
Clean up our house, clean up our house.
This is the way we clean up our house,
So we can go outside.

Teacher Note: *Change the last line to fit the activity children will transition to.*

Family Connection and Engagement

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

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

- Send pictures of their family home. Include the child and his family in the picture if possible.
- Send home a list of some items the family can collect and send to the classroom: small boxes, carpet and floor tile scraps, home decorator and family magazines.
- Include the titles and authors of some of the children's books about places children call home. Suggest that they look for these books in the local library, check them out and read them with their child.

The Round Red House

Retold by Beverly C. Wright

This is a story that the children will enjoy helping you tell. Encourage them to repeat these words with you as you tell the story.

"A round red house, with no windows and no doors, a chimney on top and a star inside."

Tell this story with an apple for a demonstration. Begin by telling the story, and at the end of the story when the mother is cutting into the apple, do the same. Cut the apple across the middle so the stem is on one side, so that the class may view the star inside. This is crosswise from the direction an apple is normally cut.

Teacher Note: *Have the apple and knife in a bag out of the sight of the children until time to cut open the apple*

Once upon a time there was a little girl named Dorothy who was tired of playing with her toys. "What can I do today?" she asked her mother. Her mother thought for a while and said, "Dorothy, why don't you go for a walk, it's a beautiful day. While you are on your walk you can look for..."

A round red house, with no windows and no doors, a chimney on top and a star inside."

Dorothy thought that sounded like fun and she asked, "Which way should I go? I don't know where to find..."

A round red house, with no windows and no doors, a chimney on top and a star inside".

"Go down the road past the farmer's house," said her mother, "and then hurry back as soon as you can and tell me what you find."

Dorothy started out. She hadn't gone very far when she saw **Mr. Pig**. "Hello, Mr. Pig", she said. "Do you know where I can find..."

A round red house, with no windows and no doors, a chimney on top and a star inside".

"Gee Dorothy, I wish I did", said Mr. Pig, "but I don't think I've ever seen a house like that."

Dorothy walked on down the road and she saw **Ms. Goose**. "Hello, Ms. Goose", she said. "Do you know where I can find..."

A round red house, with no windows and no doors, a chimney on top and a star inside".

"Gee Dorothy, I wish I did", said Ms. Goose, "but I don't think I've ever seen a house like that."

Dorothy walked on down the road and she saw **Mr. Dog**. "Hello, Mr. Dog", she said. "Do you know where I can find..."

A round red house, with no windows and no doors, a chimney on top and a star inside".

"Gee Dorothy, I wish I did", said Mr. Dog, "but I don't think I've ever seen a house like that."

Dorothy walked on down the road and she saw **Ms. Cat**. “Hello, Ms. Cat”, she said. “Do you know where I can find...

A round red house, with no windows and no doors, a chimney on top and a star inside”.

“Gee Dorothy, I wish I did”, said Ms. Cat, “but I don’t think I’ve ever seen a house like that, but you might go see Mr. Owl. He’s very wise and maybe he can help you.”

Dorothy walked on down the road until she found **Mr. Owl**. “Hello, Mr. Owl”, she said. “Do you know where I can find...

A round red house, with no windows and no doors, a chimney on top and a star inside”.

“Whoooo, me?” asked Mr. Owl. “Maybe you should ask **Ms. Worm**. The last time I saw her she was in the apple orchard”.

Dorothy walked on down the road until she came to the apple orchard. There she found Ms. Worm boring her way into a big red apple. Oh, Dorothy thought, that red apple could be a house. The stem could be a chimney. The apple doesn’t have any windows or doors. “Ms. Worm,” called Dorothy, “could there be a star in the middle of that apple?” Ms. Worm laughed. “I don’t know, but you can take a big red apple home to you mother and ask her.” “Thank you,” said Dorothy and she took an apple and went home.

Dorothy’s mother said, “You have found a round red house with no windows and no doors, a chimney on top but where is the star?” Her mother took a knife (AT A THIS POINT, START CUTTING AN APPLE CROSSWISE) and cut the apple through the center. “There it is,” said Dorothy, because there inside the apple, was a star holding five brown seeds.