

Topic of Study – People and Places in the Community that Help Keep Us Healthy

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.

Teacher Notes

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

499 PROGRAM – 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 sheet that you may use as guides when developing weekly activity plans for your group of children.

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

Big Ideas

Here are three big ideas about people 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, 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
- Dentist's Office prop box – White shirt, small unbreakable mirror, bib, plastic gloves, small flashlight, appointment book, sign-in sheet, signs for Receptionist desk and name of dentist, 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

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*)

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

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.”
- Now ask children what they would like to know about people and places in the community that help keep us healthy and make a list of those things children say.
- Keep the two lists until you have completed the topic of study.

What We Know about People and Places that Keep Us Healthy	What We Would Like to Know about People and Places that Keep Us Healthy	Things We Learned about People and Places that Keep Us Healthy

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 two lists 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.

Teacher Note: *This method of introducing and concluding the topic is known as KWL: What do children know, what they want to know, and what did they learn.*

Reading Books with Children

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

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

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

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

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

EL1.1 Shows interest in literacy experiences

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

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 Learning Goal:

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

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.

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?"

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 playground.
- Show appropriate pictures and involve children in discussing the things that happened when he is in the playground.
- 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 Learning Goals:

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

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

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 Books

A Sick Day for Amos McGee by Philip C. Stead, illustrated by Erin E. Stead

Arthur's Loose Tooth by Lillian Hoban

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

Pigs Make Me Sneeze! (An Elephant and Piggie Book) by Mo Willems

Language and Literacy Materials and Activities

Learning Goals:

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

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

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement*)

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. Either sing or say the poem.*

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)

Five Little Monkeys

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

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.

Learning Goals:

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

EL3.3 Demonstrates emergent writing skills

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?

Learning Goals:

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

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)

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

SS1.1 Demonstrates positive connection to family and community (*awareness of roles in society*)

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

- Make a "Medical" cube as follows:
 - Carefully fill an empty cube shaped tissue box with several sheets of crumpled newspaper to make the cube more durable.
 - Cover the cube with colored paper.
 - Glue a picture and word label of the medical instruments and supplies 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 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 who uses the item and how the item is used by medical personnel.

Learning Goals:

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

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

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

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 Notes:

- Remember that *the object of the game is for children to develop short term and working memory skills and that there are to be no winners or losers.*
- *Allow 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.

Learning Goals:

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

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

EL3.3 Demonstrates emergent writing skills

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."
- Explain that they will be able to use the strips and markers to make their own ID bracelets.
- Encourage children to create their own ID bracelets. Write a child's name on the bracelet only 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 Notes:

- *Children may choose to draw a picture on their bracelet and that is okay.*
- *Collect the ID bracelets to use as a transition activity. At the end of the study, send the bracelets home with the children.*

Learning Goals:

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

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

ST2.1 Demonstrates knowledge of core science ideas and concepts (*structure and function*)

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.

Science/Discovery and Math

Learning Goals:

MT3.1 Participates in exploratory measurement activities and compares objects (*measurement and comparison*)

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

Activity: How Much Do I Weigh?

- Weigh each child.
- Discuss with the child how much he or she weighs.
- 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.
- Store each child's tape in his or her portfolio or folder.

Teacher Notes:

- *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.*
- *Do not compare the children's heights.*

Food/Nutrition Experience

Learning Goals:

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

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

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*physical objects and materials*)

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

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

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

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

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	red	yellow	green

- 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.

Movement/Physical Education

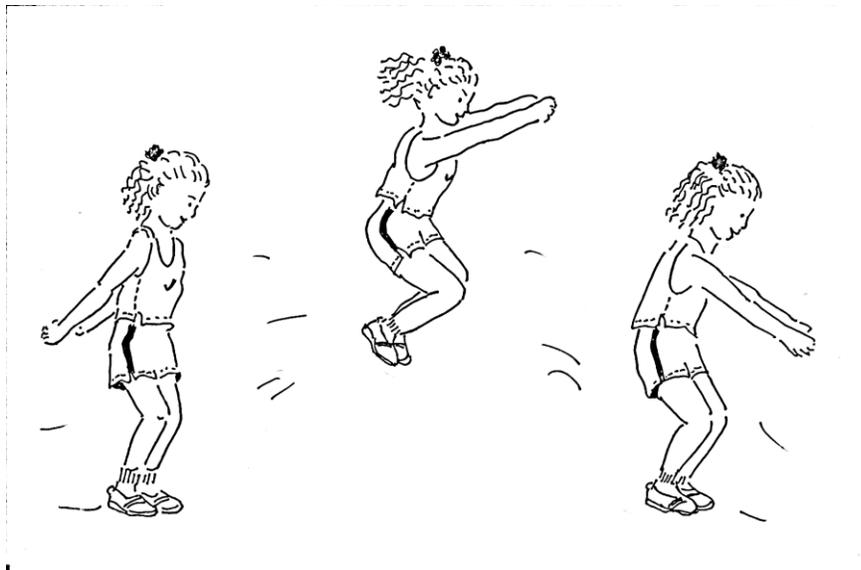
Learning Goals:

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

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

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.

Learning Centers

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

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

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

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

PH2.1 Demonstrates fine motor strength, control and coordination

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

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

Art Center**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 Notes:

- *Remember that art activities should be a choice for children.*
- *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.
-

Learning Goals:

SS1.1 Demonstrates positive connection to family and community (*awareness of roles in society*)

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

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.*

Learning Goals:

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

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

Manipulatives

- Provide a tub filled with cotton balls, tongs (ice), and small plastic containers.
 - Encourage children to pick up and transfer cotton balls with tongs.
-

Water table or tub

- Add a large baster to the water table or tub.
-

Science/Discovery

Activity: How Much Do I Weigh?

Activity: How Tall Am I?

Learning Goal:

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

Quiet Corner

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

Transition Activities

Learning Goal:

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

Activity: Whose ID Bracelet Is This?

- Collect children's ID bracelets and place them in a container.
- Show the bracelets one at a time and invite children to identify their bracelet and transition to the next activity.

Additional Learning Goal:

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

Activity: Name the Object

- Give each child a turn to toss the medical cube.
- Ask child to name the object on top of the cube and go to the next activity.
- Continue with this activity, giving each child a turn.

Additional Learning Goal:

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

Family Connection and Engagement

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.

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

- Collect pictures of medical personnel, medical facilities and medical instruments and equipment to bring to the classroom.
- 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.
- 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.
- 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.