

## #8.3 - Construction and Community Helper Vehicles

### Big Ideas

Here are some big ideas about construction and community helper vehicles that you can help toddlers explore:

- Construction workers drive big vehicles for their work.
- Community helpers drive special vehicles for their work.

### Materials to Collect and Make

#### Featured Books

*I Spy Little Wheels* by Jean Marzollo, photographs by Walter Wick (BB)

**Key:** (BB) – Available in Board Book only  
(+BB) – Also available in Board Book

**Note:** See the **Book List** section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.

#### Book to Make

- *Vehicles for Construction Workers* (See Attachment: [Vehicles for Construction Workers](#))
- *Vehicles for Community Helpers* (See Attachment: [Vehicles for Community Helpers](#))

#### Additional Materials

- Pictures of vehicles driven by construction workers and by community helpers
- Toy vehicles driven by construction workers and by community helpers: dump trucks, bulldozers, front-end loaders, cement mixer truck, pickup trucks
- Two containers, one larger than the other for sorting large and small vehicles
- Bubble wrap, corrugated cardboard, sand paper

### Book List

#### Featured Book:

*I Spy Little Wheels* by Jean Marzollo, photographs by Walter Wick

#### Additional Books:

*Can You See What I See? Trucks & Cars* by Walter Wick

*Digger Man* by Andrea Zimmerman & David Clemesha

*Fire Engines* by Anne Rockwell

*Vroom, Vroom, Trucks!* (Karen Katz Lift-the-Flap-Books) by Karen Katz (BB)

## Reading Books with Toddlers

**Teacher Note:** Review the section in **Curriculum Tips and Techniques** on *Reading Books with Children*, for suggestions on how to use books with children.

### Learning Goals:

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

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

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

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

**Book:** *Vehicles for Construction Workers* (See Attachment: [Vehicles for Construction Workers](#))

### First Reading of *Vehicles for Construction Workers* (YT & OT)

- Take the book to the library area and begin to sing, "This is the way we dig up the dirt, dig up the dirt, dig up the dirt."
- Show cover of the book and invite children to name the construction vehicles they know. Encourage their comments about the vehicles.
- Read each page, allowing time for children to look at the pictures and add their comments.
- Follow up by showing each page and inviting children to name the vehicle on the page.

### Second Reading of *Vehicles for Construction Workers*

- Take the book to the library area and begin to sing, "This is the way we dump the dirt, dump the dirt, dump the dirt."
- Show cover of the book and invite children to name the construction vehicles.
- Read each page, allowing time for children to look at the pictures and add their comments.
- Follow up by involving the children in answering the question in the story, "Which would you like to drive?" Show the cover (or last page) with all of the vehicles and ask each child in turn which he or she would like to drive.

### Teacher Notes:

- *Know your families. If some of them are in construction and drive any of the vehicles mentioned in the book, incorporate this into the story.*
- *Some children may say they would like to drive all of the vehicles. Accept this.*

**Book:** *Vehicles for Community Helpers* (See Attachment: [Vehicles for Community Helpers](#))

### First Reading of *Vehicles for Community Helpers* (YT & OT)

- Take the book to the library area and begin to say, "Five Red Fire Trucks", (p.4). Include in the rhyme the names of the children who join you in the area.
- Show cover of the book and invite children to name the vehicles they know. Encourage their comments about the vehicles.
- Read each page, allowing time for children to look at the pictures and add their comments.
- Follow up by showing each page and inviting children to name the vehicle on the page.

**Second Reading of *Vehicles for Community Helpers***

- Take the book to the library area and begin to say the following:

As I was walking down the street,  
Down the street, down the street.  
A big garbage truck I happened to meet.  
Hi ho, hi ho, hi ho.

- Show cover of the book and invite children to name the vehicles. Encourage their comments about the vehicles.
- Read each page, allowing time for children to look at the vehicles and add their comments.
- Follow up by involving the children in answering the question in the book "Which would you like to drive?" Show the cover (or last page) and ask each child in turn which he or she would like to drive.

**Teacher Notes:**

- *Know your families. If any of them are community helpers and drive any of the vehicles mentioned in the book, incorporate this information into the story.*
- *Some children may say they would like to drive all of the vehicles. Accept this.*

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**Book:** *I Spy Little Wheels* by Jean Marzollo, photographs by Walter Wick

**First Reading of *I Spy Little Wheels* (YT & OT)**

- Invite from one to three children to join you as you read the book together.
- Show the cover and read the title.
- Read the words on each page and invite children to locate the objects described.
- Call special attention to the vehicles included in the three **On the Go** topics: dump truck, red fire truck, train, bike, airplane, police car, truck, motorcycle, grocery cart and cement truck.
- Explain to children that the book will be in the library area if any of them want to look at it later.

**Teacher Note:** *This book has vehicles from all three topics in this Focus Area: Toys and Ride-on Vehicles with Wheels, Going Places and Construction and Community Helper Vehicles.*

## Self, Social and Emotional Activities

### Learning Goals:

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

**MT1.2 Explores combining and separating groups (numerical operations)** (*addition and subtraction*)

### Planned Activity: Five Red Fire Trucks (YT &OT)

**Materials:** pictures of fire trucks, felt or magnetic board

### How to begin:

- Have pictures of fire trucks. Laminate or cover with clear self-adhesive paper and place either a strip of magnetic tape or felt on the back of each one.
- Place the pictures on a felt or magnetic board and remove them one by one as you say the following rhyme:

#### Five Red Fire Trucks

Five red fire trucks All in a row. (Child's name) jumped in one And away he did go.	(point to child) (remove one fire truck from the board)
Four red fire trucks All in a row. (Child's name) jumped in one And away she did go.	(point to child) (remove one fire truck from the board)
Three red fire trucks....	No red fire trucks
Two red fire trucks....	All in a row.
One red fire truck....	No one to jump in one And nowhere to go.

### Extension:

- Have pictures of other community helper vehicles or construction vehicles. Insert the names of these vehicles for "fire truck" in the rhyme.
- Allow each child in the group to remove a vehicle as his or name is called.

**Teacher Note:** *If more than five children are in the group increase the number of fire trucks or other vehicles to match the number of children. Make sure each child has a turn.*

## Sensory and Art Materials and Activities

### Learning Goals:

**CD1.1 Shows curiosity and a willingness to try new thing** (*exploration and investigation, interest in new experiences*)

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

### Planned Activity: Fingerpainting (YT & OT)

**Materials:** old plastic tablecloth or newspaper, white paper, masking tape, red and yellow fingerpaint.  
See following insert for fingerpaint recipes.

### How to begin:

- Cover a table with plastic tablecloth or newspaper.
- Tape a piece of white paper to the covered work surface.
- Assist a child in dropping a puddle of paint in the middle of a piece of paper.
- Invite the child to use fingers and hands to spread the paint around.
- Place the fingerpainting on an open sheet of newspaper to transfer to a drying area and allow it to dry completely.

### Extension:

- Start with one color such as red and say to the children, "This is red paint. It's the color of a fire truck." Then assist child to drop yellow fingerpaint into the red, saying "This is yellow paint. It's the color of..." (name a yellow construction vehicle, for example).
- Observe as the two colors are mixed. Does the child notice the change in color?

### Teacher Notes:

- *Have children wear a paint smock or shirt to protect clothing.*
- *Plan ahead for washing and drying children's hands and arms after fingerpainting.*
- *Encourage children who hesitate to cover their hands with paint to explore the paint with their fingertips first.*

### Fingerpaint Recipes

#### **Pre-Mixed Liquid Starch and Tempera Paint**

Premix ½ cup liquid starch and ½ cup liquid tempera paint in a cup.  
Spoon the mixture onto the paper.

#### **Child-made Fingerpaint**

Pour a puddle of liquid starch on a piece of paper.  
Squirt one or two tablespoons of liquid tempera paint onto the puddle of starch.  
Encourage the child to mix the paint with his or her hands and to fingerpaint with it.

#### **Easy Clean-up Fingerpaint**

Mix ¼ cup tempera paint with 1/8 cup liquid soap.  
Spoon mixture onto a piece of paper for fingerpainting.

**Teacher Note:** Recipes for fingerpaint adapted from *First Art – Art Experiences for Toddlers and Twos* by MaryAnn F. Kohl with Renee Ramsey and Dana Bowman, illustrated by Katy Dobbs, published by Gryphon House, Inc., Beltsville, MD (2002)

**Learning Goals:**

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*variety of tools*)

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

**Planned Activity: On the Go Mural (continued) (YT & OT)**

**Materials:** Pictures of construction and community helper vehicles, glue, small craft sticks for spreading glue

**How to begin:**

- Remove the mural from the wall and place it on the art table.
- Place the container with pictures for this topic, Construction and Community Helper Vehicles, on the table.
- Invite children to glue pictures of the vehicles to the mural.
- Reattach the mural to the wall.
- Invite a child to join you and point to various vehicles as you name them. Or ask a child to name the vehicles on the mural. Encourage verbal children to talk about the pictures.

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**Learning Goals:**

**ST1.1 Engages in the scientific process to collect, analyze, and communicate information** (*observations, questions and predictions*)

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

**Planned Activity: Bubble Wrap Road (YT & OT)**

**Materials:** strips of bubble wrap, small construction and/or community helper vehicles

**How to begin:**

- Place the bubble wrap on the floor in the block area.
- Add the vehicles.
- Observe children to see if they roll the vehicles over the bubble wrap and if they make any comments about the experience.
- Invite children to touch the bubble wrap with their fingers and to touch the regular floor covering. Make comments such as, "This bubble wrap feels all bumpy and the floor is smooth."

**Extension:**

- Add other surfaces such as a large strip of corrugated cardboard or a large piece of sand paper.

## Movement, Music and Gross Motor Activities

### Learning Goal:

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

### Planned Activity: Driving to Work (YT & OT)

**Materials:** colored chalk and small construction worker and community helper vehicles

### How to begin:

- Use colored chalk to draw roadways on the sidewalk.
- Provide vehicles for children to drive on the roadways.
- Suggest that children drive their vehicles to work.

### Teacher Notes:

- *Draw the roadways out of the path of ride-on wheeled toys and other active play.*
- *If no sidewalk is available on the playground, take out an old plastic or vinyl tablecloth on which you have drawn roadways. Place it and the vehicles in a protected area of the playground so that it is out of the path of other activities.*

## Transition Times

### Learning Goal:

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

### Tell Me

- Place small toy construction vehicles in the pocket of your apron or smock.
- Invite a child to pull a vehicle out of the pocket, name the vehicle and tell you something about it. Child then transitions to the next experience.

### Riding in My Fire Truck

- Place pictures of fire trucks, one per child, on felt or magnetic board.
- Begin to say the rhyme, "Five Red Fire Trucks", changing the number to the number of children in the group. Use a child's name in each verse, counting down to zero.
- Remove a fire truck from the board as the child transitions to the next experience.
- Continue until all children have transitioned to the next experience.

### Name the Vehicle

- Place pictures of vehicles used by construction workers and community helpers on a felt or magnetic board.
- Invite children, one at a time, to select a vehicle from the board, name it, return it to you, and transition to the next experience.

**Teacher Note:** *Adapt other finger plays previously listed as transitions to move children from one activity or place to another.*

## **Family Connection and Engagement**

Here are some ways to involve families in this toddler topic:

- Ask families to collect and bring to you pictures of vehicles driven by construction workers and by community helpers. Give them a list of the vehicles that the children will be learning about. If any of your families are in construction or are community helpers, ask them to take pictures of some of their vehicles to share with the children.