

Topic of Study – Travel Safety and Taking Care of Vehicles

Introduction

Preschool children are becoming aware of safe and unsafe behavior. They are beginning to assume some responsibility for keeping themselves safe.

Most preschool children know something about the care and upkeep of vehicles. They may help wash the family car. They are often present when gas is put in the tank. They may even go with a family member to an auto repair shop or watch repairs going on at home.

With children's awareness of safety and of some of the ways that we care for our vehicles, they will enjoy this topic of study: Travel Safety and Taking Care of Vehicles.

Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Travel Safety and Taking Care of Vehicles, has activities that support some of the components of STEM.*

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 appropriate 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. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning*** is an Arkansas approved curriculum.
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about Travel Safety and Taking Care of Vehicles. Carry over activities 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 can have a better understanding of 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 two big ideas about travel safety and caring for vehicles that you can help children explore:

- We can help keep ourselves and others safe when we travel
- We can take care of our vehicles

Materials to Collect and Make

- Pictures of cars, trucks, vans, SUVs, boats, school buses, tricycles, bicycles, motorcycles. **Note:** Consider searching Microsoft Clip Art or Google Images for pictures
- Children's books about travel safety and taking care of vehicles
I Read Signs by Tana Hoban
Who Sank the Boat by Pamela Allen
Curious George Rides a Bike by H. A. Rey
- Felt or Magnetic Board
- Storytelling figures for the book, *Who Sank the Boat?* (See Attachment: [Who Sank the Boat?](#))
- Make an **I Can Read Signs** book by taking photos of signs around your program and placing one on a page. Under the sign write **I can read Stop**, for example.
- Small traffic signs, either purchased or teacher-made
- Large appliance box to paint
- Auto repair/garage/car wash prop box (indoors: coveralls, small wrenches, pliers, small clean cans labeled oil, liquid soap, car wax, piece of clear plastic plumbing hose, small bucket, sponge, cloths, clipboard with paper and pencil, telephone)
- Gas station and garage center (outdoors): Same as auto repair prop box for indoors
- Car wash prop box for outdoors: bucket, sponges, scrub brush, old towels, piece of clear plastic plumbing hose, liquid detergent in squeeze bottle

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.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Travel Safety and Taking Care of Vehicles

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 “Travel Safety and Taking Care of Vehicles” 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 being safe when we travel and about taking care of our vehicles.”
- Ask children if they know what the word vehicle means. Listen to their answers. Help them understand that cars, trucks, vans, and SUVs are vehicles.
- Write on chart paper, chalkboard or marker board the words “Travel Safety and Taking Care of Vehicles.”
- Invite children to tell you things they already know about how you can be safe when you travel. Children may talk about seat belts and safety seats. Ask what you should do when you are riding in a boat.
- Invite children to tell you things they already know about taking care of the vehicles in their family. You may have to ask questions such as, “How do you keep your car clean?” “What happens when a car is damaged in an accident?”
- Make a list of all of the things children know about travel safety and taking care of vehicles.
- Review the list with them and say, “You already know a lot of things about travel safety and taking care of vehicles and we’ll find out even more.”
- Now ask children what they would like to know about travel safety and taking care of vehicles and record what they say.
- Keep the two lists until you have completed the topic of study.

What We Know about Travel Safety and Taking Care of Vehicles	What We Would Like to Know about Travel Safety and Taking Care of Vehicles	Things We Learned about Travel Safety and Taking Care of Vehicles

Conclusion: Finding out What Children Have Learned about Travel Safety and Taking Care of Vehicles

Gather the children in a group at the conclusion of the study about travel safety and taking care of vehicles. Write on chart paper, chalkboard or marker board, “Things We Learned about Travel Safety and Taking Care of Vehicles.”

- Invite children to tell you some things they have learned about travel safety and taking care of vehicles. You may have to ask prompt questions such as “What are some ways we can keep ourselves safe when we are riding in a car or in a boat?” “How can we take care of our vehicles?”
- Make a list of all the things children learned about travel safety and taking care of vehicles.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about travel safety and taking care of vehicles.” and read today’s list with the children.

Reading Books with Children

Learning Goals:

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

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

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

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

EL3.2 Shows knowledge of the shapes, names, and sounds of letters (*alphabet knowledge*)

Book #1: *I Read Signs* by Tana Hoban, author and illustrator

First Reading of *I Read Signs*

- Prepare to read the book, *I Read Signs*
- 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.)
- Read the sign on the cover, PLAY GROUND, and ask children what they think this sign means. What are people to do when they see this sign?
- Ask children to look at the cover and predict what the story is about.
- Read the book so all children can see the pictures
- Invite children to discuss the signs that are familiar to them and where they have seen the signs.
- Follow up by showing each page and involving the children in reading the signs.
- Suggest that children look for these signs when they are going to and from school or to other places in the community. State that they may also see signs when they are walking in the neighborhood.

Teacher Note: *This type of book is an information book rather than a storybook. Some books, such as *I Read Signs*, can be shared with the whole group. However, some information books are best shared with an individual child or with a small group of children. They can also be placed in the library area or another learning center. For example, *I Can Read Signs* might be an appropriate book to place in the block center.*

Second Reading of *I Read Signs*

- Show the cover and give the title, author and illustrator
- Say, "I saw a STOP sign on my way to school this morning. Did any of you notice any signs as you were coming to school?" Allow children to discuss any signs they noticed and what the signs said.
- Read the book so all children can see the pictures
- Follow up the second reading by showing the first 17 pages, inviting children to read the sign with you, and asking questions to stimulate children to think about and to discuss the signs. For example, ask children where you would see the WALK and DON'T WALK signs. What does SPEED LIMIT 15 mean on the school sign? Why would there be NO PARKING FIRE LANE signs?
- Explain to children that you will read the book to them again and discuss the other signs at that time.

Teacher Note: *Consider a second and third reading of the book with a small group of children if your staffing situation and schedule allows for this. In smaller groups, children have more opportunities to discuss and understand the contents of the book.*

Third Reading of *I Read Signs*

- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read book so all children can see the pictures.
- Follow up the third reading by reminding children that you said you would review with them the remainder of the signs in the book.
- Invite children to read the signs on pages 18 through the end of the book and to discuss the signs. For example, ask children what an exit sign means. Where are some the places they have seen exit signs?
- Remind children again to look for signs as they go places with their family.

Teacher Notes:

- Consider placing this book in the Block Center. You can put the book in a basket along with paper and markers to stimulate children to create their own signs.
- **The Learning Goal: EL3.2 Shows knowledge of the shapes, names, and sounds of letters** (alphabet knowledge) only applies to this book, *I Read Signs*.

Book #2: Who Sank the Boat by Pamela Allen, author and illustrator

First Reading of *Who Sank the Boat*?

- Prepare to read the book, *Who Sank the Boat*?
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to predict who sank the boat. Say, "Let's read and find out."
- Invite them to name the animals they see on the cover
- Read the story so all children can see the pictures in the book.
- Follow up by asking, "Were your predictions correct? Who sank the boat?" "Why do you think the little mouse sank the boat?"

Second Reading of *Who Sank the Boat*?

- Show cover and ask children to recall the title. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to tell you what happens when each animal gets in the boat.
- Call attention to the boat as it sinks lower and lower into the water as more animals get in.
- Ask children what unsafe things the animals did. (No life jackets, too many people in the boat, the mouse jumped in the boat)
- Discuss with children that when you step into a boat, that you always wear a life jacket and that you stay seated when the boat is moving.

Third Reading of *Who Sank the Boat*?

- Invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book.
- Invite children to join in the reading, especially when you read, "Who sank the boat?"
- Follow up the third reading by rereading the pages with rhyming words, pausing and allowing children to fill in the missing words. For example, read
Was it the cow
who almost fell in,
when she tilted the boat
and made such a ____?(din)
• Read all of the pages with rhyming words, following the technique just described

Teacher Notes:

- Explain to children that din means noise.
- The strategy of pausing for children to fill in the missing word is called the cloze technique.

Book #4: *Curious George Rides a Bike* by H. A. Rey, author and illustrator

First Reading of Curious George Rides a Bike

- Prepare to read the book, *Curious George Rides a Bike*, with the children.
- Show the cover and give the title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages where George is showing unsafe behavior.
- Read pages 8 and 9 and ask if this is safe or unsafe behavior and why.
- Recall that the man told George to stay close to the house while he was gone. Say, "Let's see what George did." Show pages 10 and 11 and say, "George went out into the street. Was this safe or unsafe?"
- Show and read pages 19 through 22 and ask children if this was being safe or unsafe.
- Invite children to discuss some things George could have done to be safe.

Additional Books

City Signs by Zoran Milich

Five Little Monkeys Wash the Car by Eileen Christelow

Mr. Gumpy's Outing by John Burningham

Red Light, Green Light by Margaret Wise Brown, illustrated by Leonard Weisgard

Language and Literacy Materials and Activities

Learning Goal:

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

Storytelling Figures: Who Sank the Boat?

- Make either felt or magnetic storytelling figures for the story, *Who Sank the Boat?*
- Read the book, *Who Sank the Boat?* to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Learning Goals:

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

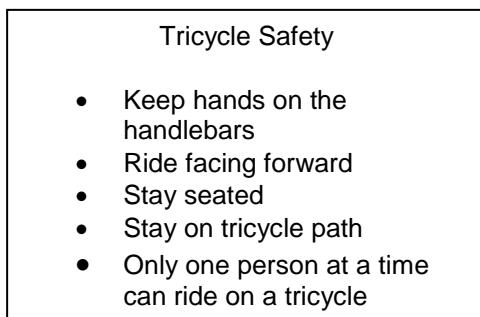
LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (*expressive vocabulary*)

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

Activity: Tricycle Safety Chart

- Gather children in a group.
- Explain that they are going to help develop Tricycle Safety rules.
- Involve children in discussing safe and unsafe ways to ride the tricycle.
- Help children state safety rules positively. You may need to help them reword negative statements such as "Don't stand up on the tricycle" or "Don't run into somebody."
- Record rules on chart paper, marker or chalkboard.
- Invite children to read the rules back with you.
- Copy rules on 8 ½ x 11 sheet of paper, one copy per child.
- Invite each child to illustrate his or her copy.
- Send home a copy of the rules and suggest to parents that they ask their child to "read" and discuss the safety rules with you.

Example of Chart:

**Teacher Note:**

- *Discuss with children that there are fewer tricycles than children, so everyone cannot ride at the same time.*
- *Ask children how they can make sure everyone has an opportunity to ride. Guide children to discuss taking turns with the tricycles.*
- *Suggest that they ask riders to let them know when they are ready to let someone else have a turn riding the tricycle. Give children the words to use. For example, "Isaac, when you're through riding the tricycle, please let me have a turn."*

Additional Learning Goal:

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

Science / Discovery and Math

Learning Goals:

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

CD1.2 Shows persistence in approaching tasks (*acceptance of challenges*)

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

ST3.2 Uses tools and engineering practices to explore and solve problems (*engineering practices and thinking*)

Activity: Float Your Boat

- Collect pictures of boats, especially canoe-type boats.
- Have available the two books, *Who Sank the Boat?* By Pamela Allen and *Mr. Gumpy's Outing* by John Burningham.
- Provide pieces of aluminum foil, a collection of pennies and a tub of water.
- Involve a small group of children (3 to 5) in this activity.
- Show the book, *Who Sank the Boat?* to children and discuss with them that one of the reasons the boat sank was because too many people were in the boat.
- Explain to children that you have provided aluminum foil for them to create a boat that will float. Suggest that they look at the pictures of boats and the boats in the two books for ideas on how to make a boat that will float. What shape do they think will work best?
- Allow children time to create their individual boats, and put them in the water to see if they float.
- Ask children how many pennies they think their boat will hold.
- Allow children to add pennies one by one to see how many each boat will hold until it sinks. How many pennies did their boat hold before it sank? Did some boats hold more pennies than the others? Why do they think this happened?
- Collect the pennies and suggest that children experiment with other objects such as pebbles and counting bears.

Teacher Note: Allow other children in the group to participate in this activity.

Learning Goals:

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

Activity: How Tall Are You?

- Discuss with children that when you get a driver's license, you have to know how tall you are.
- Measure each child's height and record it on a sheet of paper.
- Help children add their height to their driver's license

Activity: How Much Do I Weigh?

- Discuss with children that when you get a driver's license, they sometimes want to know how much you weigh.
- Weigh each child and record the weight on a sheet of paper.
- Help children add their weight to their driver's license

Learning Goals:**SE3.1 Shows awareness of self as unique individual** (*characteristics of self and others*)**EL3.1 Responds to features of books and print** (*print knowledge*)**MT1.1 Demonstrates number sense and an understand of quantity** (*connection of number, numeral and quantity*)**Activity: What Color Are My Eyes?**

- Discuss with children that when you get a driver's license, they want to know the color of your eyes.
- Create a chart to graph eye color of the children in the classroom.
- Bring a hand-held mirror to group time and have each child look in the mirror and say color of eyes.

Our Eye Color

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Brown	Green	Blue

- Write a summary story.

Our Eye Color

Five children have brown eyes. Three children have green eyes. Four children have blue eyes.

Activity: What Color Is My Hair?

- Discuss with children that when you get a driver's licenses, they want to know the color of your hair.
- Create a chart to graph hair color of the children in the classroom.
- Bring a hand-held mirror to group time and have each child look in the mirror and say color of hair.

Our Hair Color

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Brown	Black	Blonde

- Write a summary story

Our Hair Color

Five children have brown hair. Three children have black hair. Four children have blonde hair.

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*characteristic of self and others*)

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

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

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

Activity: How Many Boys and How Many Girls

- Ask a boy to start one line and a girl to start another line. State that this line is for boys and this one is for girls.
- Invite children to stand in correct line.
- Involve children in counting the number of boys in one line and the number of girls in the other.
- Discuss with children which line has the most and which has the least.
- Write a summary story of the experience

Our Class

We have eight girls in our class. We have ten boys in our class. There are more boys than girls in our class.

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

EL3.2 Shows knowledge of the shapes, names, and sounds of letters (*alphabet knowledge*)

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

Activity: Shapes and Colors of Signs

- Have a collection of traffic signs.
- Discuss with children what the signs say and mean and where you might see them.
- Invite the children to identify the color and shape of each sign. You may have to introduce the octagon shape to the children.

Movement/Physical Education

Learning Goals:

SE3.1 Shows awareness of self as unique individual (sense of identity, characteristics of self and others)

PH1.2 Shows stability and balance (core stability)

Activity: Driving Test for Driver's License

- Prepare a driver's license for each child.
- Invite each child to draw a self-portrait (face only) in a boxed area on ½ sheet of cardstock.
- Involve children in supplying the information to go on the license: First name, age and color of eyes and hair, for example. (**Note: Do not include identifying information such as last name, date of birth and address**) Allow the child to select five or six numbers to go on the license. Leave a space for children to sign their license.
- Create an obstacle course on the playground for children to steer tricycle through. Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Explain to children that this is the driving test for getting their driver's license.
- Invite children, one at a time, to steer their tricycles through the course.
- Award them their driver's license when they have successfully driven through the course. Explain that safe drivers get driver's licenses.
- Invite children to sign their individual license.
- Laminate or cover the license with clear self-adhesive paper for durability.

Teacher Note: Consider using the licenses for transition activities.

Self-Portrait	Arkansas Driver's License	
	License Number _____	
	Name _____ Age _____ Male _____ Female _____	
	Color of Hair: _____ Color of Eyes: _____	
	Height _____ Weight _____	
	_____ Signature	

Learning Goals:

PH1.2 Shows stability and balance (core stability)

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

Activity: Green Light, Red Light

- Discuss with children how traffic lights work and what the signals mean. Emphasize that the green light means "go" and the red light means "stop."
- Explain to children that they will play a game called "Green Light, Red Light."
- Have children form a line standing next to each other.
- Stand in front of the line, facing the children. Stand far enough away so children have room to move toward you.
- Call out "green light" and the children move toward you.
- Call out "red light" and the children stop.
- Continue the game as long as children remain interested.

Teacher Notes:

- This game can be played either indoors or outdoors.
- Vary the game by having red and green circles mounted on craft sticks. Explain to children that they will watch you to know what to do. Hold up the circles, one at a time, just as you did when you gave verbal commands.

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.

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (writing and drawing tools, scissors)

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

Art Center

Activity: Build a Vehicle

- Assemble a Build a Vehicle Art Box. In it include small boxes, paper shapes of different sizes (circles, squares, triangles, for example), small craft sticks, pieces of cardboard, one-hole punch, chenille stems, clothespins.
- Label the box: **Build a Vehicle** and include on the label pictures of different vehicles such as cars and trucks.
- Involve children in exploring and labeling the parts of a real car, or if that is not possible, the parts of a toy car.
- Introduce the box to children and explain that it will be in the art center all week and that they can work on building their vehicle over several days if they chose to.
- State that they are also free to use other items in the art center such as markers, crayons, scissors, and glue.
- Have a place where they can store their unfinished vehicles.

Activity: Paint a Vehicle

- Involve children in creating a vehicle from a large appliance box. Invite children to help you decide what type of vehicle it is and where to put the windows and doors.
- Remove one of the long panels of the box. Adult cuts out windows and door. Cut the door, leaving one side attached to the box.
- Involve children in selecting the colors of tempera paint to use. Provide the paint and brushes and invite children to paint the vehicle.

Teacher Note: This activity can be done inside or outside. Add the vehicle to the block center or take it outdoors. This activity can take place over several days.

Block Center

- Add a variety of wheeled vehicles
- Add traffic signs, either purchased or teacher-made
- Add a basket with the book, *I Read Signs*, strips of paper. shapes (circles, squares, rectangles, and octagons), markers
- Add the auto repair shop/garage/car wash prop box

Library/Book Corner

- Add books about travel safety and taking care of vehicles
- Add pictures that show vehicles and people traveling in vehicles. Laminate or cover with clear self-adhesive paper for durability
- Add felt or magnetic board and storytelling figures for the story, *Who Sank the Boat?*

Learning Goals:

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

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

Home Living/Dramatic Play

- Add props for garage/repair shop/car wash, especially the coveralls.
- Share the props with the block center.

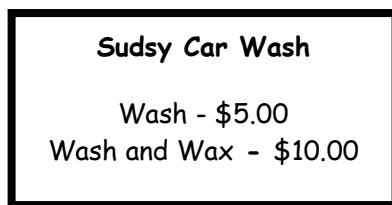
Activity: Painting Tricycles (Outdoors)

- Put water in a bucket. Explain to children that this is paint for their tricycles.
- Add a couple of paintbrushes and the “paint” bucket to the playground.
- Label the bucket: Tricycle Paint. Laminate or cover the label with clear tape.

Activity: Car Wash (Outdoors)

- Gather props for a car wash: bucket, sponges, scrub brushes, old towels.
- Involve children in adding water and liquid detergent to the bucket to make soapy water.
- Invite children to wash their tricycles and wagons.

Teacher Note: *Involve children in making a sign for the car wash. Invite them to name the car wash and set the prices. Post the sign near the action.*



Manipulatives

- Add transportation and safety puzzles

Water table or tub

- Add vinyl or plastic vehicles that are washable, small sponges, cloths.
- Add a small amount of liquid detergent to the water.

Sand table or tub

- Add small vehicles and traffic signs.

Science/Discovery

- Shapes and Colors of Signs

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 Goals:

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

EL3.2 Shows knowledge of the shapes, names, and sounds of letters (alphabet knowledge)

Activity: Whose Driver's License Is This?

- Collect all of the children's driver's licenses which they made.
- Show a license and ask, "Whose driver's license is this?"
- Children recognize their license and transition to the next activity.

Learning Goal:

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

Activity: Name a Travel Safety Rule

- Show a child's driver's license and child recognizes it.
- State a situation and ask the child to state a safety rule, then transition to the next activity. Examples include
 - Mark, what should you do when you first get into the car to come to school? (Sit in safety seat, buckle seat belt, for example)
 - Alexandra, what should you do before you cross the street? (Child may say wait for an adult or look both ways, for example)
 - Juan, you're riding a tricycle on the playground. How can you be safe? (Stay on tricycle path, don't bump into someone, only one person on the tricycle, are examples)
 - Arianna, what should you do when you get on a boat? (Wear life jacket, stay seated when boat is moving are examples)

Learning Goal:

EL3.2 Shows knowledge of the shapes, names and sounds of letters (alphabet knowledge)

Activity: Traffic Signs

- Make 3 or 4 basic traffic signs that children will recognize. Mount on craft sticks.
- Show one of the signs at a time and ask a child to identify the sign and move to the next activity.

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about travel safety and taking care of vehicles. Suggest some ways families can be involved in the topic of study:

- Include the titles and authors of some of the children's books about travel safety and taking care of vehicles. Suggest that they look for these books in the local library, check them out and read them with their child.
- Suggest that families look for traffic signs with their child and discuss what the sign means. They can do this when they are driving in the community or walking in their neighborhood.
- Suggest that families discuss pedestrian safety with their child. Send home a note advising parents of the topic and ask them to help their child learn about safety rules in the neighborhood.