

Topic of Study – Traveling with People and Animal Power

Introduction

To introduce a series of topics of study related to travel, we begin by learning about traveling with people and animal power. People power includes walking, jogging and running, and pedaling, pushing and pulling wheeled vehicles. Animal power includes riding animals such as horses, camels and donkeys. Animals can also pull wagons and carts. Donkeys can carry things on their backs. Children can easily relate to all of these means of travel and will enjoy learning about traveling with people and animal power.

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, Traveling with People and Animal Power, includes some activities that support all 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 traveling with people and animal power. 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 four big ideas about traveling with people and animal power you can help children explore:

- We can travel on foot (walking, running, jogging, skipping)
- We can travel by pushing, pulling and pedaling
- Wheels make it easy for us to travel
- Animals help us travel

Materials to Collect and Make

- Pictures that include people walking, running, jogging, riding unicycles, bicycles, tricycles, roller skating, ice skating, rollerblading, water and snow skiing, pulling wagons, pushing wheelbarrows, riding horses, camels and donkeys.
- Pictures of bicycles, tricycles, roller skates, ice skates, rollerblades, wagons, wheelbarrows, skies, horses, camels and donkeys
- Children's books about traveling with people and animal power:
On the Go by Ann Morris, photographs by Ken Heyman
We're Going on a Bear Hunt by Michael Rosen, illustrated by Helen Oxenbury
Curious George Rides a Bike by H. A. Rey
- Felt or Magnetic Board
Storytelling figures (felt or magnetic) for the book, *We're Going on a Bear Hunt* (See Attachment: [We're Going on a Bear Hunt](#))
Storytelling figures (felt or magnetic) for the book, *Ask Mr. Bear* (See Attachment: [Ask Mr. Bear](#))
- Boxes of different sizes: appliance boxes, small boxes, shoe boxes, gift boxes
- Wheels from broken toy vehicles; wheels with connecting axels
- Two identical pieces of wood, one with four wheels attached and one with no wheels, sturdy rubber band attached to the end of each piece of wood, two identical cans filled with equal amounts of sand
- Create a three-dimensional neighborhood to use during the topics of study that focus on travel. (Refer to Block Center for information on how to create a neighborhood)

Teacher Note: Consider searching Microsoft Clip Art or Google Images for pictures.

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 Traveling with People and Animal Power

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 “Traveling with People and Animal Power” 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. Begin by telling children that for the next few weeks we are going to be learning about traveling.
- Ask children to tell you what they think “traveling” means. Guide them to understand that when we travel, we go from one place to another.
- Invite children to briefly discuss how they travel and some places they go.
- State that, “Today we are going to talk about traveling with people power and animal power.”
- Explain that cars, trucks, vans, motorcycles, airplanes and trains have engines, but that there are some ways we can travel without an engine.
- Write on chart paper, chalkboard or marker board the words “Traveling with People and Animal Power.”
- Ask children to pretend they do not have a car, truck or van. (Anything with an engine). How could they travel to a neighbor’s house? (walk, ride a tricycle, bicycle or skateboard, for example). How do cowboys travel? (ride horse)
- Make a list of all of the things children know about traveling with people and animal power.
- Now ask children what they would like to know about traveling with people and animal power and make a list of what they say.
- Review the two lists with them and say, “You already know a lot of things about traveling with people and animal power and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

What We Know about Traveling with People and Animal Power	What We Would Like to Know about Traveling with People and Animal Power	Things We Learned about Traveling with People and Animal Power

Conclusion: Finding out What Children Have Learned about Traveling with People and Animal Power

- Gather the children in a group at the conclusion of the study about traveling with people and animal power.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Traveling with People and Animal Power.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “What are some ways you travel on the playground?” (walk, run, ride tricycle, pull wagon). “How can you make a boat go if it doesn’t have an engine/motor?” (row, pole, sails)
- Make a list of all the things children learned about traveling with people and animal power.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about traveling with people and animal power” and read today’s list with the children.

Reading Books with Children

Learning Goals:

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

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*)

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*)

Book #1: *On the Go* by Ann Morris, photographs by Ken Heyman

First Reading of *On the Go*

- 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 for the book.)
- Ask children to predict what they think the book is about.
- Explain to children that the book shows people traveling in ways they may not have seen before; that people travel in ways that may be different from the way we travel.
- Read the book so all children can see the pictures in the book. Show each page and read the text and allow children time to look at the photographs and make comments and ask questions. Supply names of unfamiliar means of travel such as carts (p. 12) and rickshaws (p. 14).
- Follow up by inviting children to recall some of the ways that people in the book are traveling. Ask questions such as, "In the book, what was your favorite way of traveling?" "Which was your least favorite? Which way would you not like to travel?" "What do you think traveling on a camel would be like?"

Teacher Note: *This type of book is an information book rather than a storybook. Some books, such as On the Go, 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. After being read to children, they can also be placed in the library area or another learning center. For example, On the Go might be an appropriate book to place in the block center.*

Second Reading of *On the Go*

- Show the cover, give the title, author and photographer.
 - Read the book so all children can see the pictures. Encourage children to comment and ask questions about the pictures.
 - Follow up the second reading by showing each page and inviting children to identify the ways people are traveling. (p. 5-7 people are walking, p. 8 & 9, people are riding on animals), (p. 10-27, people are using wheeled vehicles, etc.)
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Third Reading of *On the Go*

- Show the cover and invite children to recall the name of the book. Give the author and photographer.
- Read the book so all children can see the pictures.
- Follow up the third reading by showing each page and asking children to decide if travel is by people and animal power or by engines.

Book #2: *We're Going on a Bear Hunt*, Michael Rosen, author and Helen Oxenbury, illustrator

First Reading of *We're Going on a Bear Hunt*

- 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 the story is about.
- Ask how people on the cover are traveling (walking). Explain that this is called "on foot." They are using people power to travel.
- Read the story so all children can see the pictures in the book.
- Follow up by asking, "Were your predictions about the story correct?" "Was there anything in the story that surprised you?" "What was your favorite part of the story?" "How would you like to go on a bear hunt?"

Second Reading of *We're Going on a Bear Hunt*

- Show cover and ask children to recall the title. Give the author and illustrator.
- Remind children that the characters in the book are using people power to travel and that this is called "on foot."
- Say, "Let's read the book again and look for some of the obstacles that they had to go through on their bear hunt." If necessary, help children understand that an obstacle is something that gets in the way of where you want to go.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting children to recall some of the obstacles that the people in the story had to go through on their bear hunt. Show the pages as children are recalling the obstacles.

Third Reading of *We're Going on a Bear Hunt*

- Invite children to recall the title. Give author and illustrator
- Show the cover and ask children how they think the people on the cover are feeling as they start out on their bear hunt.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading with questions such as "How did the people in the story feel when they saw the bear?" "How did they feel when they got into bed and under the covers?" "Why do you think they said they were never going on a bear hunt again?" "What are some things that have scared you?"

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*)

Fourth Reading of *We're Going on a Bear Hunt* (Small Group)

- Gather a small group of children, 3 to 5, and sit them so they see all the pages of the book.
- Invite children to recall the title. Give author and illustrator.
- Explain to children that they are going to help you read the book by saying the sounds that are made as the people go through the different obstacles they encounter on the bear hunt.
- Read the story so all children can see the pictures in the book.
- Invite children to say the sound words with you; "Swishy swashy! Swishy swashy! Swishy swashy!" for example. Run your fingers under the words as you and children read them together.
- Thank the children for helping you "read" the story.

Teacher Notes:

- *This type of activity helps children begin to see themselves as readers*
- *Allow all children an opportunity to take part in this small group activity.*

Additional Learning Goal:

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

Book #3: *Curious George Rides a Bike* by H. A. Rey, author and illustrator

First Reading of *Curious George Rides a Bike*

- Bring an unwrapped gift box to reading area. Place a small stuffed monkey in the box. Keep the box out of the children's sight.
- 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 what they think the word "curious" means. Accept all answers.
- Show the children the box and say, "If you want to know what is in the box, you are curious. A person who wants to know about things is curious. What do you think is in the box?" Allow children to predict what they think is in the box. Explain that they will find out what is in the box at the end of the story. Put the box out of children's sight.
- Ask children to look at the cover of the book and predict what the story is about. What do they think George is curious about?
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages where George is being curious and involve children in discussing each episode. On page 5, he is curious about what is in the box, pages 15-20, he is curious about the river, and on page 32 he is curious about the ostrich and if it would eat anything.
- Invite children to tell some things they have been curious about.
- Bring out the box and say, "Let's see if your predictions are correct about what is in the box." Open the box and bring out the monkey.

Teacher Note: Consider telling the story as you turn the pages if you think it may be too long to read to the children.

Second Reading of *Curious George Rides a Bike*.

- Show the cover and ask children to recall the title. Give the author and illustrator.
- Invite children to look at the cover and count the number of wheels on each bicycle. Say, "A bicycle has two wheels." Suggest that when children go outdoors, they count the number of wheels on the tricycles they ride.
- Recall with the children what the word "curious" means and some of the things George was curious about.
- Read the story so all children can see the pictures in the book.
- Follow up by turning the pages and allowing children to retell the story in their own words.

Teacher Notes:

- Make sure all children who want a turn have an opportunity to contribute to the retelling. For example, invite a specific child to tell you one thing that is happening on a page. This strategy is a way to involve all children, not just the ones who are more verbal.
- This book will be introduced later in one of the topics about travel safety and care of vehicles used for travel.

Additional Books

A Good Night Walk by Elisha Cooper

Ask Mr. Bear by Marjorie Flack

I Went Walking by Sue Williams

Mr. Gumpy's Outing by John Burningham

The Listening Walk by Paul Showers, illustrated by Alikei

Pete the Cat: I Love My White Shoes by Eric Litwin, illustrated by James Dean

Language Materials and Activities

Learning Goals:

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

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

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

Going Shopping

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

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

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

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

My Tricycle

One, two, three wheels on the ground. (Hold up one, two and three fingers)
My feet make the pedals go round and round. (Move feet in pedaling motion)
Handle bars help me steer so straight, (Pretend to steer tricycle)
Down the sidewalk and through the gate.

Row, Row, Row Your Boat

Row, row, row your boat, (Move hands and arms backward and forward
Gently down the stream. to make rowing motion)
Merrily, merrily, merrily, merrily,
Life is but a dream.

Row Your Boat with a Partner

- Allow children to choose a partner and sit on the floor facing their partner with their legs extended.
- Partners touch the bottoms of their feet and hold hands.
- Show them how to slowly move back and forth with their partner as they sing "Row, row, row your boat." (see previous activity)
- Continue singing the song slowly until children catch onto the rhythm and are moving in unison.
- Sing song at different speeds and ask children to move accordingly.

Learning Goal:

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

Storytelling Figures: *We're Going on a Bear Hunt*

- Make either felt or magnetic storytelling figures for the story, *We're Going on a Bear Hunt*.
- Read the book, *We're Going on a Bear Hunt*, 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.

Storytelling Figures: *Ask Mr. Bear*

- Make either felt or magnetic storytelling figures for the story, *Ask Mr. Bear*.
- Read the book, *Ask Mr. Bear*, with the children.
- Involve children in discussing the different ways that Danny and the animals traveled in the story (walked, skipped, galloped, hopped, ran).
- Use the storytelling figures and a felt or magnetic board 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.

We're Going on a Bear Hunt (Action Story)

Let's go on a bear hunt.
(Tap hands on thighs like walking)
All right, let's go.

Oh-oh, there's long, wavy grass.
Can't go over it,
Can't go under it.
Let's go through it.
Swishy swashy!
(Rub hands together like swishing through grass)
Swishy swashy! Swishy swashy!
Oh-oh, there's a deep, cold river.
Can't go over it,
Can't go under it.
Let's go through it.
Splash, splosh, splash splosh, splash splosh!
(Pretend to swim)

Oh – oh, there's thick, oozy mud.
Can't go over it.
Can't go under it.
Let's go through it.
Squelch, squerch!
(Move hands up and down as though walking through mud)
Squelch, squerch! Squelch, squerch!

Oh –oh, there's a big, dark forest.
Can't go over it.
Can't go under it.
Let's go through it.
Stumble trip! Stumble trip! Stumble trip!

Oh, oh, there's a swirling, whirling snowstorm.
Can't go over it.
Can't go under it.
Let's go through it.
Hooo wooo! (Pretend to shiver)
Hooo wooo!
Hooo wooo!

Oh, oh, there's a narrow, gloomy cave.
Can't go over it.
Can't go under it.
Let's go through it.
Tip toe! Tip toe! Tip toe! (Tip toe fingers)
Oh, oh, I feel a shiny wet nose!
I feel two furry ears!
I see two big, big eyes.
It's a bear!
(Retrace steps)
Whew! We made it.
Under the covers, safe in bed!

Learning Goals:

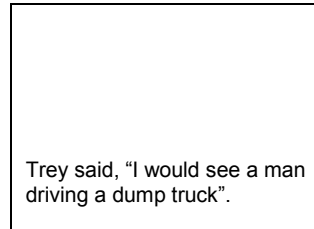
CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

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

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

Going on a Bike Ride (Small Group Activity)

- Follow up the reading of *Curious George Rides a Bike* by involving the children in writing a class book about things they might see or do if they went riding on their bikes.
- Gather a small group of children (3 to 5) for this activity.
- Help each child develop his/her individual page. Discuss with each child something he or she might see or do while went going on a bile ride and record that child's comments on his or her individual page. An example is, Trey said, "I would see a man driving a dump truck."
- Encourage children to say something other than what another child says.
- Invite children to draw a picture on their special page of the things that they might see or do.
- Encourage children to write their name on their page.
- Make a cover sheet for the book and include the title and the authors. For example, *If We Went Riding on Our Bikes* by Miss Julie's Class.
- Use rings or staple pages together to make a book.
- Involve children in reading the book, inviting each child to read his or her page to the group.
- Place the book in the library area.



Teacher Note: *Involve all children in creating a page for the book.*

Learning Goals:

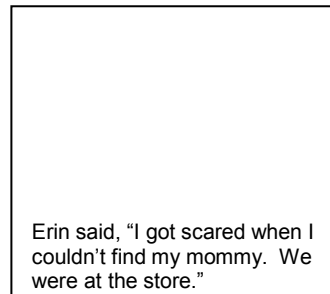
SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion expression*)

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

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

Things That Scare Me Class Book (Small Group Activity)

- Follow up the reading of *We're Going on a Bear Hunt* by involving children in writing a class book about things that scare them.
- Allow one page per child.
- Help each child develop his or her individual page. Invite each child to discuss with you something that he or she is scared of and record that child's comments on his or her individual page.
- Invite children to draw a picture on their special page.
- Encourage children to write their name on their page.
- Make a cover sheet for the book and include the title and the authors. For example, *Things That Scare Me* by Miss Ramona's class.
- Use rings or staple pages together to make a book.



Learning Goals:

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*)

How Can You Get There? (Small Group – 3 to 5 children)

- Gather a small group of children, 3 to 5, for this activity.
- Explain to children that you need their help in deciding how they would travel to certain places or do certain things using people and animal power. Stress that they cannot travel in a car, bus, truck, or in anything that has an engine.
- State a situation and invite children to help you solve the problem. Allow children to discuss the situations and explain their solutions. Guide children to choose only those solutions that involve animal and people power. For example, if a child says “Go in the car” help the child see that the car has an engine.
 - “Your grandmother needs a loaf of bread from the store. How can you go to the store for her?”
(Examples: walk, ride bicycle, tricycle, roller skate, ride horse)
 - “You are on the lake in your boat and the engine quits running. How can you get back to shore?”
(Examples: row, pole, use sails, swim)
 - “Your daddy bought four sacks of feed for the cattle. The sacks are too heavy for him to carry. How can he get the sacks of feed to the barn?”
(Examples: wagon or cart, wheelbarrow)
 - “Your baby sister/brother can’t walk yet. How can your mother take him/her to the park?”
(Examples: carry, push in stroller)
 - “You are a cowboy and you want to round up the cattle to take them to another pasture where there is more grass for them to eat. How can you do this?”
(Example: ride a horse)
 - “You and your family are going to the park for a picnic. How can you get there?”
(Examples: walk, ride bicycles, roller skates, pull a wagon with food in it)

Teacher Note: *Consider displaying an array of pictures that show traveling using people and animal power. Allow children to select the pictures that best fit the situation.*

Science / Discovery and Math

Learning Goals:



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, follows directions*)

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

Activity: What Has Wheels? (Small Group Activity – 3 to 4 children)

- Gather pictures of things with wheels: wagon, tricycle, bicycle, stroller, cart, rickshaw, for example, and pictures of a horse, canoe, boy or girl, camel, and sailboat, for example.
- Make a chart with two columns. Head one column “Has Wheels” and the other, “Does Not Have Wheels.” Add a picture of a wheel to the “Has Wheels” column. Read the chart headings with the children.
- Place the pictures on the table face down. Explain to children that they will turn over a picture, name what is in the picture, and place the picture in the correct column.
- Allow each child a turn. Assist children as needed to be successful.

 Has Wheels	 Does Not Have Wheels


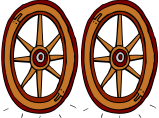
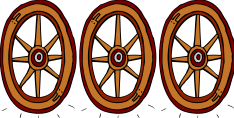
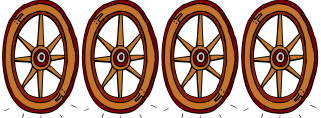
Learning Goals:

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

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

Activity: How Many Wheels? (Small Group Activity – 3 to 4 children)

- Gather pictures of items with different numbers of wheels: unicycle, wheelbarrow, bicycle, rickshaw, tricycle, bicycle with training wheels, wagon, stroller, for example.
- Make a chart with four columns. Head each column with a numeral from 1 to 4. Add the corresponding number of wheels to each column heading.
- Place the pictures on the table face down. Explain to children that they will turn over a picture, count the number of wheels, and place the picture in the correct column.
- Assist children as needed to be successful.

 1	 2	 3	 4

Learning Goals:

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

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

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

Activity: Wheels Make Travel and Work Easier (Small Group Activity)

- Collect two identical pieces of wood. Attach four wheels to only one piece of the wood. Staple a sturdy rubber band to one end of each piece of wood. Fill two identical cans/containers with equal amounts of sand. Have a cover for the cans so sand does not spill out.
- Gather a small group of children (3 to 5) and involve them in experimenting with the two pieces of wood.
- Begin by inviting children to predict which of the two pieces of wood will be easiest to pull.
- Have the children pull both pieces of wood by the rubber bands.
- Ask if their predictions were correct. "Which is easier to pull?" "How can you tell?" "What happens to the rubber bands when you pull the two blocks?" "Which rubber band stretches more?"
- Explain to children that you are now going to try another experiment with the two blocks of wood.
- Place a weighted can on each block of wood and once again invite the children to pull both pieces of wood by the rubber bands.
- Ask questions such as, "Which is easier to pull?" "How can you tell?" "What happens to the rubber bands when you pull the two blocks?" "Which rubber band stretches more?" "Why do you think one block was easier to pull than the other?"
- Summarize the activity by asking children, "How do wheels make it easier to pull the pieces of wood?" Listen to their comments.
- Help children understand that the wheels keep the wood off the surface of the table/floor, thus making it easier to pull the block with wheels.

Teacher Note: *Suggest that children experiment with the blocks of wood on other surfaces such as carpet or concrete to determine if the results are the same.*

Food/ Nutrition Experience

Learning Goals:

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

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

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

MT1.2 Explores combining and separating groups (numerical operations) (*early division and fractions*)

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

Activity: Making Mud (Chocolate Pudding) (Individual activity)

- Gather the following: one small cup per child, one teaspoon per child for stirring, clear measuring cup, tablespoon (measuring), milk and instant chocolate pudding
- Make an illustrated recipe chart that lists steps for making mud (chocolate) pudding

Making Mud (Chocolate) Pudding

Step 1. Measure 1/3 cup of milk and pour into a small cup

Step 2. Measure 2 tablespoons of instant chocolate pudding and stir it into the milk

Step 3. Stir 2 minutes, or until pudding thickens

Step 4. Eat the pudding

Teacher Notes:

- Allow the children to do as much of this food experience as possible. For example:
 - Show them the clear measuring cup and the 1/3 line on the cup.
 - Allow them to pour the milk to the 1/3 line.
 - Guide them as they measure two tablespoons of instant chocolate pudding and add to milk.
 - Explain to children that they are to stir the mixture until it the pudding thickens.
 - Consider setting a timer for two minutes. Then ask children to decide if their pudding is ready to eat when the timer goes off.
- Teachers and children should always wash their hands before participating in a food experience.

Activity: Trail Mix

- Gather the following: toasted oat cereal, pretzel sticks, and different kinds of whole grain cereal squares.
- Allow each child to put a scoop of each food item into his or her bowl.
- Serve the Trail Mix with Juice

Teacher Notes:

- Allow the children to do as much of the food experience as possible.
- Teachers and children should always wash hands before participating in a food experience.

Movement/Physical Education

Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling*)

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

Activity: Indoor Obstacle Course

- Create an indoor obstacle course that includes some of the following: balance beam or taped line on floor, rope to jump over, table to crawl under, pillow to crawl over, chair to walk around, box to move through on stomach, hula hoops or circle of yarn to hop into and out of, small traffic cones or two liter bottles weighted with sand or rocks for children to zigzag through.
- Recall with children that in the story, *Going on a Bear Hunt*, there were many obstacles and that they will now go through an obstacle course like the people going on a bear hunt.
- Invite children to travel through the obstacle course. Help children as needed.

Activity: Outdoor Obstacle Course

- Create an outdoor obstacle course for children to travel through: walk around the climbing structure, climb up and down 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.

Additional Learning Goal:

PH1.1 Demonstrates locomotor skills (*climbing*)

Learning Goal:

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

Activity: Driving Range

- Create an obstacle course on the playground for children to steer tricycles and pull wagons through. Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Invite children to steer their tricycles or pull their wagons through the course.

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 (*scissors*)

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

Art

Activity: People and Animal Power Collage

- Invite children to cut out pictures from magazines that show traveling with people and animal power and glue to a sheet of paper to create a collage.

Activity: Painting with Wheels

- Provide large sheets of paper, several small vehicles and two or three small bowls or trays with small amounts of washable paint.
- Invite children to dip the wheels of the vehicles into the paint and drive the vehicle across the paper. The wheels will leave tracks across the paper.

Learning Goal:

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

Block Center

Activity: Traveling in Our Neighborhood

- Create a three-dimensional neighborhood to use during the topics of study that focus on travel.
- Use milk cartons, boxes, blocks, and other three-dimensional materials to create the community. Stuff the boxes with newspaper and tape them securely shut to make them sturdier.
- Involve the children in deciding the buildings to place in the neighborhood: for example, center/school, grocery store, fire station, service station, department store, and houses. Allow the children to help you cover the boxes with self-adhesive paper and/or decorate them.
- Label the buildings. For example, write the name of your center/school. Put house numbers on the houses.
- Create streets with wide masking tape or long, narrow strips of paper, such as adding machine tape.
- Consider adding buildings as the topics of study change. For example, add a bus station, a train station or airport when these building are introduced.

Library/Book Corner

- Add books about traveling with people and animal power.
- Add pictures that show people walking, running, jogging, riding bicycles, roller skating, pushing a stroller, and riding a horse, for example.
- Add a felt or magnetic board and storytelling figures for *We're Going on a Bear Hunt* and *Ask Mr. Bear*.

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 a bicycle prop box. Include bicycle caps, an air pump for bicycle tires, water bottles, a basket or side saddle for bicycles. Include bike clothes, if possible.
- Post pictures of people riding bicycles.
- Add a doll stroller.

Manipulatives

Activity: Make Bear Hunt Mud:

- 1 cup liquid starch
- 2 cups white glue
- Brown food coloring (red + yellow + blue = brown)
- Pour glue and food coloring into bowl
- Mix thoroughly
- Add starch slowly, and mix
- Add Bear Hunt Mud to center

Teacher Note: *Bear Hunt Mud can be reused. Store it in an airtight container.*

Water table or tub

- Add boats to the water table.

Sand table or tub

- Add animals such as horses and camels to the sand table or tub.

Science/Discovery

- What Has Wheels?
- How Many Wheels?
- Wheels Make Travel and Work Easier

Quiet Corner

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

Transition Activities

Learning Goal:

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

Activity: Traveling:

- Show each child's name card and ask that child if he or she wants to pull a wagon, steer a tricycle, or row a boat to the next activity. Child chooses and makes appropriate motions as he or she goes to the next activity.

Activity: Choose a Way to Travel:

- Place an array of pictures of traveling with people and animal power on a felt or magnetic board.
- Invite each child to choose a way to travel, say what he or she chose and why, and go 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 traveling with people and animal power. Suggest some ways families can be involved in the topic of study:

- Collect pictures of people riding bicycles and tricycles, pushing strollers, and skating, for example, and pictures of people riding horses and camels, for example.
- Suggest that families take a picture of their child riding a tricycle and send it to the center to display in the classroom.
- Include the titles and authors of some of the children's books about traveling with people and animal power.
- Suggest that they look for these books in the local library, check them out and read them with their child.