

## Topic of Study – Traveling to Places in the Community

### Introduction

Traveling to places in the community is a part of most children's daily lives. Each child and his or her family use different means of transportation. They go to different places in their community. Children can learn a great deal from each other and from their classroom experiences, thus expanding their knowledge of their world as they explore the topic of study, Traveling to Places in the Community.

### 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 to Places in the Community, includes some activities that support 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 to places in the community. 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 three big ideas about traveling to places in the community you can help children explore:

- We travel in a lot of ways as we go places in our community.
- We go to many places in our community.
- We see different people and do many things when we travel in our community.

## Materials to Collect and Make

- Pictures of cars, vans, trucks, and SUVs  
**Teacher Note:** Consider searching Microsoft Clip Art or Google Images for pictures.
- Children's books about traveling to places in the community  
*Wheels on the Bus*, Raffi Songs to Read, illustrated by Sylvie Kantorovitz Wickstrom  
*Mr. Gumpy's Motor Car* by John Burningham, author and illustrator  
*Froggy Goes to School* by Jonathan London, illustrated by Frank Remkiewicz
- Collect items for creating a dashboard for a car: sturdy cardboard box at least 24 inches wide, paper plates, foil pans, bottle caps, markers, craft sticks, one-hole punch, connectors such as tape, glue, clothespins, and brads.
- Collect items from local eating places, especially fast food restaurants: disposable menus, unused napkins, sacks and paper food containers with the logos on them.
- Make cereal puzzles by cutting the fronts of various cereal boxes into four to six pieces. Store each puzzle in a self-closing clear plastic bag. Place the bags in the manipulative center.
- Collect brochures from auto dealers.
- Collect maps
- Bucket with sponges and rags for car wash
- Make the following vehicles from different colors of construction paper: yellow bus, blue mini-van, small purple car, black truck, white police car with black lettering. Laminate or cover with clear self-adhesive paper for durability
- Collect an assortment of figures that depict traveling in the community and some that depict other types of travel: school bus, automobile, truck, mini-van, motorcycle, bicycle, plane, ship, covered wagon, wheel barrow, rickshaw, for example.
- Make magnetic or felt figures of vehicles that can be used for travel in the community: cars, trucks, vans, SUVs, motorcycles, bicycles. Laminate or cover the figures with clear self-adhesive paper for durability.
- Collect an assortment of small matchbox type cars in different colors.
- Develop a Going to School Prop Box: lunch box, paper, pencils, crayons, name card, books and backpack.
- CD by Raffi with the song, Wheels on the Bus

## 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.
- Auto dealerships, local restaurants
- Purchase the CD by Raffi with the song, Wheels on the Bus

## Introducing and Concluding the Topic

### Introduction: Finding out what Children Know about Traveling to Places in the Community

**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 to Places in the Community” 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. Recall with them that during the previous week they learned about traveling with people and animal power. Involve them in discussing some of the things they remember about the topic.
- Ask them if they remember what “traveling” means. Reinforce that it means going from one place to another.
- Write on chart paper, chalkboard or marker board the words “Traveling to Places in the Community.”
- Invite children to tell you what we mean when we say “community.” Help them understand that community means where we live, the people who live in our neighborhoods or near us, and the places we go with our families.
- Involve children in discussing where they travel to in their community and how they travel to those places.
- Make a list of all of things children know about traveling to places in the community.
- Review the list with them and say, “You already know a lot of things about traveling to places in the community and we’ll find out even more.”
- Now ask children what they would like to know about traveling to places in the community and make a list of what they say.
- Keep the two lists until you have completed the topic of study.

What We Know about Traveling to Places in the Community	What We Would Like to Know about Traveling to Places in the Community	Things We Learned about Traveling to Places in the Community

### Conclusion: Finding out What Children Have Learned about Traveling to Places in the Community

- Gather the children in a group at the conclusion of the study about traveling to places in the community.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Traveling to Places in the Community.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “How are some of the ways you go places with your family?” “What are some things you do when you go to places in the community?”
- Make a list of all the things children learned about traveling to places in the community.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about traveling to places in the community” and read today’s list with the children.

## Reading Books with Children

### Learning Goals:

**CD2.1 Focuses and sustains attention**

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

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

**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:** *Mr. Gumpy's Motor Car* by John Burningham, author and illustrator

### First Reading of *Mr. Gumpy's Motor Car*

- Prepare to read the book, *Mr. Gumpy's Motor Car*
- 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.
- Read story so all children can see the pictures in the book.
- Follow up by asking children if their prediction about the story were correct. Ask questions such as, "What was their favorite part of the story?" "What caused the road to get muddy?" Invite children to share any experiences they have had driving in the mud.

### Second Reading of *Mr. Gumpy's Motor Car*

- Show cover, give title, author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and inviting children to describe what is happening on the page.
- Call children's attention to an illustration showing the steering wheel and Mr. Gumpy on the opposite side of the car than we drive. Explain that in a country called England, which is far away, and is where Mr. Gumpy lives, the steering wheel is on the opposite of the car than in our cars.
- Call children's attention to the license plate on the front of Mr. Gumpy's car. Ask children if their family vehicle has a license plate and where is it located. Suggest that children look at the license plate on their vehicle when they get home.

### Third Reading of *Mr. Gumpy's Motor Car*

- Prepare to read the book, *Mr. Gumpy's Motor Car*
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by rereading the page where the animals and the children all say, "Not me" when Mr. Gumpy said they would have to get out and push.
- Show the next page and ask children what happened when no one got out and pushed. What happened when everyone got out and pushed?
- Ask children if they can recall anytime they worked together with their friends in the classroom and good things happened. Guide children to see that when they do things such as clean up the classroom, build a block structure with friends, and carry toys in from the playground together, these are good things that happen.

**Teacher Note:** *Children may be familiar with the book, Mr. Gumpy's Outing, which is by the same author and has the same characters. In Mr. Gumpy's Outing, they were all riding in a boat.*

**Book #2:** *Froggy Goes to School* by Jonathan London, author and Frank Remkiewicz, illustrator

**First Reading of *Froggy Goes to School***

- Prepare to read the book, *Froggy Goes to School*.
- 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, "What are some things you think Froggy will do at school?"
- 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 questions such as, "What surprised you about the story? "What was your favorite part of the story?" "How do you think Froggy felt when he thought he was at school in his underwear?" "How would you feel if you went to school in just your underwear?" "How do you think Froggy felt when he woke up and realized he was just dreaming about going to school in his underwear?"

**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*)

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**Second Reading of *Froggy Goes to School***

- 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 each page and having children tell the story by looking at the pictures.
- Invite children to discuss certain pages, such as the one where Froggy has a bowl of flies for breakfast. Ask children what they think Froggy is taking to school in his lunch box. Ask children, "What was the only word Froggy knew how to read?" Children may discuss that they can read their name.

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**Third Reading of *Froggy Goes to School***

- Invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by turning to the page where Miss Witherspoon and the children are in a circle telling what they did last summer.
- Invite the children to stand up. Clap your hands like Miss Witherspoon. Ask children to join you in saying and doing what Froggy did as he learned to swim. "Bubble, bubble, toot toot. Chicken, airplane soldier." You and children do motions together.

**Teacher Note:** *Children may be familiar with other Froggy books such as Froggy Gets Dressed.*

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**Book #3:** *Wheels on the Bus*, Raffi Songs to Read, illustrated by Sylvie Kantorovitz Wickstrom

**First Reading of *Wheels on the Bus***

- Prepare to read the book, *Wheels on the Bus*
- 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 cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up the reading by asking children if their predictions about the story were correct. Ask if any of them have ridden on a bus and invite them to share their experiences. Did they like riding on a bus? Where were they going? Who was with them?

### **Second Reading of *Wheels on the Bus***

- Show cover, give title, and illustrator.
- Invite children to discuss what they recall about the story.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting children to join in with you as you read the story again.
- Call children's attention to the license plate on the front of the bus. Select a page where the plate can be clearly seen. Read with the children the numerals and letters on the plate.
- Show the page and ask children what the bus number is. Ask children why they think the bus has a number on it? (So people will know which bus to catch.) Explain to children that if they ride a school bus when they go to school, the bus will have a number on it.

### **Additional Learning Goal:**

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

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### **Third Reading of *Wheels on the Bus***

- Show cover and invite children to say the title. Give the illustrator.
  - Read the story so all children can see the pictures in the book.
  - Follow up the third reading by explaining to children that they can add motions to go with the words in the story.
  - Involve children in deciding the appropriate motions to go with the following:
    - “Wheels go round, round, round”
    - “Driver says, ‘Move on back’”
    - “People go up and down”
    - “Horn goes beep, beep, beep”
    - “Baby goes wah, wah, wah”
    - “Parents go ‘shh, shh, shh’”
  - Read the story and invite children to make the motions at the appropriate time
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### **Fourth Reading of *Wheels on the Bus***

- Show cover, give title and illustrator
- Show children the music page opposite the inside back cover
- Ask children if they know what a page that looks like this means. (It's a song)
- Invite children to sing the song and make appropriate motions as you turn the pages

### **Additional Learning Goal:**

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

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## **Additional Books**

*Cars* by Anne Rockwell

*Franklin Goes to School* by Paulette Bourgeois, illustrated by Brenda Clark

*If I Built a Car* by Chris Van Dusen

*Mr. Gumpy's Motor Car* by John Burningham

*Mr. Gumpy's Outing* by John Burningham

*School Bus* by Donald Crews

*This is the Way We Go To School* by Edith Baer, illustrated by Steve Bjorkman

## Language and Literacy Materials and Activities

### Learning Goals:

**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*)

**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*)

### I Went Driving (See Teacher Note)

As I was driving down the street,  
Here is the vehicle I did meet. (pretend to drive a car)

I met a great big bus so yellow,  
I saw the driver. He was a great big fellow. (children with yellow buses hold them up)

As I was driving down the street,  
Here is the vehicle I did meet. (pretend to drive a car)

I met a shiny blue mini-van  
I saw the driver. He was a very tall man. (children with blue mini-van hold them up)

As I was driving down the street,  
Here is the vehicle I did meet.

I met an itty bitty purple car  
I don't think the driver was going very far. (children hold up small purple car)

As I was driving down the street,  
Here is the vehicle I did meet.

I met a truck, it was as black as night.  
The driver stopped when she saw a red light. (children hold up black truck)

As I was driving down the street,  
Here is the vehicle I did meet.

I met a white police car coming my way,  
So I went right home. I'll drive another day. (children hold up white police car)

**Teacher Note:** *Make vehicles of different colors of construction paper as identified in this poem. Laminate the vehicles or cover with clear self-adhesive paper for durability. Give each child a vehicle and ask that children hold up their vehicle when their color is mentioned in the song.*

**Helping Daddy Drive**  
(Suit actions to words)

<p>Open the car door, Climb inside. I get to help my daddy drive! Fasten the seat belt, Shut the door, Start the motor, Hear it roar! Brrr! Brrr! Brrr!</p>	<p>Off we go, Down the street, Waving to people We happen to meet.</p>
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**Wheels on the Bus**

(Make appropriate motions as you sing the song)

<p>The wheels on the bus go round and round, Round and round, round and round. The wheels on the bus go round and round All around the town.</p> <p>The wipers on the bus go swish, swish, swish, Swish, swish, swish, swish, swish, swish. The wipers on the bus go swish, swish, swish, All around the town.</p> <p>The driver on the bus goes, "Move on back!" Move on back, move on back!" The driver on the bus goes "Move on back!" All around the town.</p> <p>The people on the bus go up and down, Up and down, up and down. The people on the bus go up and down, All around the town.</p>	<p>The horn on the bus goes beep, beep, beep, Beep, beep, beep, beep, beep, beep. The horn on the bus goes beep beep beep, All around the town.</p> <p>The baby on the bus goes "Wah wah wah, Wah wah wah." The baby on the bus goes "wah wah was," All around the town.</p> <p>The parents on the bus go "shh shh shh, Shh shh shh, shh shh shh." The parents on the bus go "shh shh shh," All around the town.</p> <p>The wheels on the bus go round and round, Round and round, round and round. The wheels on the bus go round and round, All around the town.</p>
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**Teacher Note:** *If you have the Raffi CD with the song, Wheels on the Bus, play the song and invite the children to sing along and make the motions. At another time, show the pages of the book as the song is played.*



**Learning Goals:**

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

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

**Activity: How We Come to School**

- Prepare a graph with columns for the different ways the children in your class come to school or the different vehicles in which they come to school. You will have to know this before creating the graph. Include an appropriate picture or a drawing for each column.
- Make name cards for each child in a size that will fit on the graph.
- Go over the chart with the children. Explain to them that they will put their name card in the column that shows how they come to school.
- Allow each child a turn to say how they come to school and place their name card in the correct column.
- Involve the children in counting the number of cards in each column. Discuss which column has the most cards and which has the least. Do some columns have the same number of cards?

**How We Come to School Graph**

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Cars	Walk	School bus

- Write a summary story.

**How We Come to School**

Five children come to school in a car. Three children walk. Four children come on a school bus.

**Teacher Note:** *The graph for each classroom will be different depending on how children in the group come to school.*

**Learning Goals:**

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

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

**Activity: Places We Like to Eat**

- Discuss with children places they like to eat in their community.
- Contact local eating places in your community that were mentioned by the children, especially fast food restaurants, and ask them to donate items such as napkins, disposable menus, unused sacks and paper food containers with the logos on them.
- Assemble a book with sheets of paper. Create a cover for the book: **Places We Like to Eat**. Staple or tie the pages together.
- Allow each restaurant one page and attach one or two items from the restaurant to the page.
- Show the book to the children and invite them to “read” the names of the restaurants where they like to eat.
- Thank children for helping you read the book.
- Place the book in the library area so children can look at it independently.

**Teacher Note:** *This is an environmental print book. Environmental print is the print that children see in their everyday world. It is the print that is found on cereal boxes, food cans and labels, television commercials, printed advertisements, road signs and signs of business establishments. As children read environmental print, they are learning that print has meaning, a very important step in learning to read.*

**.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*)

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

**Activity: Traveling to Our Favorite Place in the Community (Small Group or Individual Child)**

- Involve the children in discussing the places they go with their families in their communities.
- Explain to children that they are going to write a class book about their favorite place to travel in the community. State that each child will have his or her page in the book.
- Invite a small group of children, or one child at a time, to help write a book about favorite places in the community.
- Discuss with each child places he or she likes to go in the community. Ask each child to complete the following sentence: “My favorite place to go in my community is \_\_\_\_\_. I like to go there because \_\_\_\_\_.” Write exactly what each child says.
- Suggest that children illustrate their page with crayons, markers or collage materials.
- Write or have child write name on his or her page.
- Make a cover for the book. Include the title, **Traveling to Our Favorite Place in the Community**. List the authors and illustrators as Ms. Beverly’s class. (Insert the teacher’s name here.)
- Use staples or yarn to put the pages together to make a book.
- Read the book with the children as a group, then place it in the library for them to look at independently. As you prepare to read the book, show the cover, give the title, authors and illustrators.

My favorite place to go in my community is \_\_\_\_\_.  
I like to go there because \_\_\_\_\_.

**Learning Goals:**

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

**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 language, grammar and sentence structure*)

**Activity: I Went on a Bus Ride**

- Explain to children that they will play a “pretend” game with you. The name of the game is, I Went on a Bus Ride. They will pretend they went on a bus ride and will share with others what they saw on the ride. Let them know that each child will have a turn to say what he or she saw on a bus ride.
- Invite a verbal child to begin the activity; a child you think will elaborate on what he or she saw.
- Say, “Laurie went on a bus ride. Laurie, what did you see?”
- Encourage children to answer in complete sentences. For example, Laurie says, “I saw a man digging a hole in the street with a digger. It made lots of noise.”
- Provide encouragement to children who simply repeat what another child has said. For example, say, “Kenya, can you think of something else you saw?”
- Allow a child who does not want to contribute that choice.

**Teacher Note:** Give the first example if children do not seem to understand how to play the game. However, it is best if a child is the leader.

**Science / Discovery and Math**

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

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

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

**Activity: Traveling in Our Community (Small Group)**

- Create a chart. Write across the top, **Traveling in My Community**
- Divide the chart into two columns.
- Label one column **Yes** and the other **No**.
- Place an assortment of figures that depict traveling in the community and some that depict other types of travel: school bus, automobile, truck, van, motorcycle, bicycle, plane, ship, covered wagon, wheel barrow, rickshaw, for example.
- Gather a small group of children, 3 to 5, for the activity.
- Explain to the children that they will decide if the vehicle they select is one that can be used for traveling in the community. If so, they will place it in the **Yes** column, if not, they will place it in the **No** column.
- Invite one child at a time to select a vehicle, name it, place it in a column and explain why they put it in that column.

Traveling in My Community	
Yes	No

**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: Matching Cars and Garages by Numeral**

- Create five garages from small boxes (small milk cartons, tissue boxes or any small boxes can become a garage)
- Place a label with the numeral 1, 2, 3, 4, or 5 on each garage
- Have an assortment of small match-box type cars Attach a numeral from one to five on each car
- Allow children to play with the cars and garages on their own. Observe to see what they do with them. Do they put one car in each garage? Do they match the numerals on the garages and on the cars?
- Invite children to drive each car into the correct garage.
- Invite children to put the cars in order, from one to five. (*ordinality*)

**Teacher Note:** *Help each child be successful. Some children may not be ready for the activity and will only want to play with the cars and garages.*

**Learning Goal:**

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

**Activity: What Color Car Goes in This Garage?**

- Change the previous activity to a color match activity by attaching a strip of colored paper to each garage. Use a different color for each garage.
- Have an assortment of small matchbox type cars in five different colors to match the garages.
- Allow the children to play with the cars independently. Observe to see if they match the cars and garages by color.
- Invite children to drive each car into the correct garage.

**Teacher Note:** *Change the activity by attaching a different shape to each garage and to each car: circle, square, rectangle and triangle, for example. Make the shapes all the same color so that shape is the only feature the children are observing. Invite children to drive each car into the correct garage.*

**Food/ Nutrition Experience**

**Learning Goals:**

**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 choices** (*exploration of food experiences*)

**Activity: Make a Sandwich to Take to School**

- Collect sliced turkey or ham, cheese slices, bread, mayonnaise, mustard, lettuce leaves, small plates, table knives, napkin, small spoon for mayonnaise and one for mustard.
- Explain to children that they will make a sandwich to eat in school.
- Allow table helper to give each child a plate, knife and napkin
- Invite children to take two slices of bread, a slice of turkey or ham, a cheese slice and a lettuce leaf. Allow children to decide if they want to put mayonnaise and/or mustard on their bread.
- Assemble your sandwich and invite children to do the same.
- Cut each child's sandwich in half so that it is easier for them to eat.
- Serve with a fruit cup and milk for a healthy snack.

**Teacher Notes:**

- *Allow the children to do as much of this 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*)

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

### Activity: Pretend to Drive a Car

- Gather children in a space where they have room to move. This activity can be done either indoors or on the playground.
- Explain to children that they are going to pretend to be driving a car. You will tell them how to drive.
- Tell children to move without touching their friends.
- Give the following driving instructions:
  - “Get in your car and fasten your seat belts.”
  - “Put the key in and start your cars.”
  - “Look both ways before you start driving.”
  - “Drive real, real slow.”
  - “Speed up, but don't hit another car.”
  - “Slow down as you take that curve in the road.”
  - “Stop at a stop sign, then go.”
  - “Oh, no, you're stuck in mud.”
  - “Now you're driving on ice.”
  - “Oh, my. You're running out of gas.”
  - “Wow! You made it home.”
  - “Turn off the key, unbuckle your seat belts, and get out of your car.”

**Teacher Note:** *Allow children time to do the different motions before changing to the next one.*

## 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*)

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

### Art

#### Activity: License Plate Rubbings

- Add discarded license plates to the art center.
- Provide crayons with the paper peeled off.
- Encourage children to make rubbings of the license plates.
- Listen to their comments about the results of their rubbings.

**Activity: Individual License Plates**

- Add discarded license plates to the art center. If you can find license plates from other states include them.
- Invite children to look at the different features of the license plates; features such as the name of the state and the letters and numerals.
- Discuss with children how license plates are alike and different.
- Provide paper or card stock (11" x 6"), markers, crayons, and letter and numeral stamps.
- Encourage children to make their own license plate. Explain to them that they can create a license plate any way they want to.
- Laminate or cover the plates with clear self-adhesive paper for durability.

**Teacher Note:** *License plates can be used in a transition activity and/or added to a learning center such as blocks.*

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**Block Center****Learning Goals:**

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

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

**Activity: Creating a Dashboard**

- Involve children in creating a dashboard for a car
  - Assemble the materials listed in the **Materials to Collect and Make** for creating a dashboard.
  - Invite children to help you create a dashboard for a car like Mr. Gumpy's.
  - Consider two ways for children to understand the different parts of a dashboard:
    - Look at the dashboard of a real car and make a list of what they see and/or
    - Look at a picture of a dashboard
  - Involve children in discussing the purpose of the different parts of a dashboard.
  - Allow the children to explore the materials that are available and discuss with them how they can be used to create a dashboard.
  - Allow the child to do as much of the project as possible, helping when needed.
- Add discarded license plates.
- Place index cards and paper cut to the size of license plates and writing tools in the block center.
- Add cars and trucks and people figures.
- Place brochures from auto dealers in the center.
- Add maps to the center.

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**Library/Book Corner**

- Add books about traveling to places in the community.
- Add pictures that show people traveling to places in the community. (laminated or cover pictures with self stick adhesive)
- Add a felt or magnetic board and felt or magnetic figures that depict traveling in the community. Include figures of cars, trucks, vans, and SUVs.
- Place teacher-made environmental print book and class books in the library.

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**Learning Goal:**

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

**Home Living/Dramatic Play**

- Add a school prop box.
- Add menus from local restaurants
- Place brochures from auto dealers in the center

**Activity: Riding the Bus**

- Involve children in creating a bus by creating two rows with four or five chairs each.
- Make seat markers and matching tickets out of paper. For example, make each seat marker a different color and make tickets of matching colors, or number the seats and make tickets with matching numerals.
- Select a ticket and say, “I have a red ticket. Let’s see if I can find my seat.” Find the red seat and sit in it.
- Invite children to get a ticket and join you on the bus ride.
- Step back and allow children to continue the activity.

**Activity: Create a Take-Out Restaurant for the Playground**

- Obtain a large appliance box.
- Involve children in drawing doors and windows on the box.
- Cut out the windows and doors in the box. (Adults do this.)
- Invite children to paint and decorate the box to create a take-out restaurant.
- Involve them in naming the restaurant and making a sign for it.
- Place the box on the playground near where children ride their tricycles.
- Add small boxes and plastic cups or glasses that can be used for take-out orders.

**Additional Learning Goal:****SE1.2 Interacts with peers** (*stages of play*)

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**Manipulatives**

- Add transportation puzzles: cars, trucks, school buses
- Make cereal box puzzles and add to the center. (See **Materials to Collect and Make** for directions on how to make the puzzles.)

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**Sand table or tub**

- Add cars and trucks and small people figures to the sand table or tub. .

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**Science/Discovery**

- License Plate Match
- Matching Cars and Garages by Numeral
- What Color Car Goes in This Garage

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**Quiet Corner****Learning Goal:****SE2.1 Experiences, expresses, and regulates a wide 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 Times

### Learning Goal:

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

### Activity: Where Would You Go?

- 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.
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### Activity: How Would You 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.
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### Activity: Whose License Plate Is This?

- Collect the license plates made by the children.
  - Show a plate and say, "Whose license plate is this?" Child recognizes license plate and transitions to next activity.
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## Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about traveling to places in the community. Suggest some ways families can be involved in the topic of study:

- Collect items such as brochures from auto dealerships, pictures of cars, trucks, vans, and SUVs, pictures of vehicles.
- Take a photograph of their child next to the family vehicle and bring it to the center/school. Attach to the photo the year, make and model of the vehicle.
- Collect items from local restaurants in which the family eats: unused napkins, disposable menus, sacks and paper food containers with the logos on them.
- Let you know the types of vehicles the family drives: car, truck, van, or SUV, for example.
- Include the titles and authors of some of the children's books about traveling to places in the community. Suggest that they look for these books in the local library, check them out and read them with their child.
- Talk with their child about the vehicles they see as they are traveling in their community; the colors, whether the vehicle has two or four doors, where they think the people in the vehicles are going, for example.
- Suggest that families show their child the license plate on their vehicle and help the child read the letters and numerals on the plate.