

Topic of Study - Traveling for Fun in the Great Outdoors

Introduction

Arkansas, with its lakes, rivers, parks and campsites, offers a variety of opportunities for outdoor family fun and recreation. Many families go camping and fishing, they go boating, and they go on picnics. Children will enjoy experiencing a topic of study about Traveling for Fun in the Great Outdoors.

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 for Fun in the Great Outdoors, includes some activities that support some of 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 birds. 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 for fun in the great outdoors that you can help children explore:

- We can travel many places in Arkansas for outdoor fun
- We can go camping, boating, fishing, and picnicking in Arkansas
- We can travel in trucks, vans, SUVs, motor homes, campers and boats

Materials to Collect and Make

- Pictures of boats, trucks, motor homes, campers, tents, and popup tents
- Pictures of people camping, fishing, picnicking, boating, hiking, and other outdoor activities
- Children's books about traveling in Arkansas for outdoor family fun
Curious George Goes Camping, by Margret and H. A. Rey, illustrated in the style of H. A. Rey by Vipah Interactive
We're Going on a Picnic by Pat Hutchins
Mr. Gumpy's Outing by John Burningham
- Felt or Magnetic Board
- Storytelling figures for the book, *Mr. Gumpy's Outing* (See Attachment: [Mr. Gumpy's Outing](#))
- Storytelling figures for the book, *Who Sank the Boat?* By Pamela Adams (See Attachment: [Who Sank the Boat?](#))
- Brochures from campsites, parks and other travel spots in Arkansas
- Picnic prop box (indoors or outdoors): picnic basket, tablecloth or large towel, plastic plates, glasses, cups and spoons, cloth napkins which can be washed, clean cold drink liter bottles, empty water bottles
- Boating prop box: Life jackets and throw rings or pillows
- Large appliance box for boat
- Camping prop box (outdoors): small tent, sticks (no splinters) for a pretend campfire, large stones for fire ring, unbreakable cooking utensils and dishes, flashlight, container for carrying camping equipment, bedroll or sleeping bag, canteen
- Camping prop box (indoors): sticks (no splinters), small stones for fire ring, cooking utensils and dishes from home living area, red cellophane (for fire), people figures, canteen
- Fishing for the Alphabet: Fishing pole and fish shapes

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.
- Contact the Arkansas Department of Parks and Tourism for brochures about parks and campsites

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Traveling for Fun in the Great Outdoors

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 for Fun in the Great Outdoors” 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 traveling for fun in the great outdoors.”
- Write on chart paper, chalkboard or marker board the words “Traveling for Fun in the Great Outdoors.” Show pictures of people camping, fishing and boating, for example.
- Invite children to tell you things they already know about outdoor activities such as camping, fishing, boating and picnicking.
- Make a list of all of the things children know about traveling for fun in the great outdoors.
- Review the list with them and say, “You already know a lot about traveling for fun in the great outdoors.”
- Now ask children what they would like to know about traveling for fun in the great outdoors and make a list of what they say.
- Keep the two lists until you have completed the topic of study.

Trainer Note: *If children mention other things their family does for fun, be sure to include those activities in your discussions so that each child can feel that his or her contributions are valued.*

What We Know about Traveling for Fun in the Great Outdoors	What We Would Like to Know about Traveling for Fun in the Great Outdoors	Things We Learned about Traveling for Fun in the Great Outdoors

Conclusion: Finding out What Children Have Learned about Traveling for Fun in the Great Outdoors

- Gather the children in a group at the conclusion of the study about traveling for fun in the great outdoors.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Traveling for Fun in the Great Outdoors.”
- Invite children to tell you some things they have learned about traveling for fun in the great outdoors. You may have to ask prompt questions such as, “What are some things you can take with you when you go camping?” “What are some ways we can travel when we go camping or on a picnic?” “How can we keep ourselves safe when we are in a boat?”
- Make a list of all the things children learned about traveling for fun in the great outdoors.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about traveling for fun in the great outdoors” and read today’s list with them.

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 (*story comprehension*)

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

Book #1: *Curious George Goes Camping* by Margret and H. A. Rey

First Reading of *Curious George Goes Camping*

- Prepare to read the book, *Curious George Goes Camping*
- 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. Explain that a person who wants to know about things is curious.
- Ask children to look at the cover and predict what the story is about.
- State that you will read the story together and find out what George is curious about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking questions such as, "Were your predictions about the story correct?" "What were some of the things that George was curious about?" "What was your favorite part of the story?"
- Invite children to discuss their camping experiences. Ask what type of tent they slept in. Show cover and pages 4 and 5. Ask if they have ever seen a tent for a dog.

Second Reading of *Curious George Goes Camping*

- Show the cover and give the title, author and illustrator
- Recall with children what being curious means.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing pictures on each page and inviting children to retell the story.

Third Reading of *Curious George Goes Camping*.

- 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 showing specific pages and inviting children to discuss some of the ways George got in trouble. For example:
 - Page 8 when he poured water on a campfire
 - Page 10 when he ran into the woods and was lost
 - Page 13 when he pulled the skunk's tail
- Invite children to discuss how George helped out when there was a fire in the woods (pages 18, 19 and 20).
- Ask children why they think the man gave George a bath in tomato juice and what they think that would be like.

Fourth Reading of *Curious George Goes Camping* (Small Group)

- Gather a small group of children, 3 to 5, and sit them so they can see all the pages of the book.
- Invite children to recall the title. Give author and illustrator.
- Follow up the fourth reading of the book by involving children in looking at and discussing some of the pages in the book. Examples include:
 - Show page 5, call attention to the fire ring, discuss what it is and invite children to discuss why they think there are rocks around the camp fire. (To keep fire from spreading)
 - Show page 6 and ask children why they think the man asked George to get water for the campfire?
 - Show page 11 and ask children how they think George felt when he was lost and all alone. Ask children if they have ever been lost. How did they feel?
 - Show page 24 and ask children how they think George is feeling as he is roasting marshmallows. Invite them to discuss their experiences with roasting marshmallows.

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*)

Book #2: *We're Going on a Picnic* by Pat Hutchins, author and illustrator

First Reading of *We're Going on a Picnic*

- Prepare to read the book, *We're Going on a Picnic*.
 - Bring an empty picnic basket to story time.
 - Show basket to children and ask what they might do with the basket. Accept all answers.
 - State that this is a picnic basket (if children do not say this). Lead children to briefly discuss their picnic experiences. Where did they go on a picnic? Who went with them? What did they have to eat? What else did they take?
 - Invite children, one at a time, to tell you one thing they would put in the basket to take on a picnic. Encourage each child to say something different than other children. As each child names the item, ask him or her to pretend to place it in the basket.
 - Say, when last child has put a "pretend" item in basket, "Our picnic basket was empty. Now it's full and we're going on a picnic."
 - 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 what is in the picnic basket on the cover of the book.
 - Invite them to name the animals they see on the cover. Ask which animals are going on a picnic. What do they think the other animals will do?
 - Read the story so all children can see the pictures in the book.
 - Follow up by asking, "Were your predictions correct? What did the hen and duck and goose take on their picnic?" "What did the squirrel, rabbit and mouse do?"
"Why was the basket empty?"
-

Second Reading of *We're Going on a Picnic*

- 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 inviting children to retell the story.

Third Reading of *We're Going on a Picnic* (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.
- Read the story so all children can see the pictures in the book.
- Pause while reading the story to allow children time to observe what is happening with the picnic basket. Ask questions to focus their observations. "What do you think the mouse is doing in the basket?" "The squirrel?" "The rabbit." Say, "Were you right?" as you turn to the next page which shows the animals eating the fruit in the basket.
- Follow up the third reading with questions such as, "Why was the picnic basket empty?" "Who ate the strawberries, apples and pears?" "What did the hen, duck and goose think happened to the berries, apples and pears they put in the basket?"

Book #3: *Mr. Gumpy's Outing* by John Burningham, author and illustrator

First Reading of *Mr. Gumpy's Outing*

- Prepare to read the book, *Mr. Gumpy's Outing*
- 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 if they know what an "outing" is. Explain that an outing is something you do like going on a picnic or riding in a boat like Mr. Gumpy and his friends are doing.
- Call children's attention to the pole that Mr. Gumpy has in his hand. Explain that you can use a pole to move a boat when the water is not very deep. You put the pole on the bottom of the river and push it and the boat moves forward.
- Read the story so all children can see the pictures in the book.
- Stop and explain words which may not be familiar to the children. For example, explain that "squabble" is like quarreling or not getting along with each other. "Trample" is to walk on something with heavy feet.
- Follow up by showing the pictures and inviting the children to name the different animals that got in the boat. Ask, "Which animal was your favorite?"
- Invite children to share their boating experiences.

Second Reading of *Mr. Gumpy's Outing*

- 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 inviting the children to help you read the book by saying some of the words.
- Begin to read, pausing before the end of a sentence. Encourage the children to complete the sentence. For example, show the first page and read, "This is _____ (Mr. Gumpy.)" "Mr. Gumpy owned a boat and his house was by a _____(river)"
- Involve the children in using the words in the book to describe the actions of the different characters; for example, the goat kicked, the calf trampled, the pig mucked about.

Teacher Note: *This process of pausing and allowing children to fill in the missing work is called the cloze technique.*

Third Reading of *Mr. Gumpy's Outing* (Small Group)

- Gather a small group of children, three to five, and sit them so they see all the pages of the book.
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by asking children to discuss what caused the boat to tip over.
- Involve children in looking at each animal as it gets on the boat, naming the animal and discussing which of the animals they think can swim. For example, when children name the rabbit, ask if they think the rabbit can swim and why or why not. Accept all answers.

Additional Books

Sail Away by Donald Crews

Who Sank the Boat by Pamela Allen

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*)

A Camping We Will Go

(Sing to tune of Farmer in the Dell)

A camping we will go, A camping we will go. We'll pitch a tent, And make a fire. A camping we will go.	A fishing we will go, A fishing we will go. We'll bait our hook, And thrown out the line. A fishing we will go.	A boating we will go, A boating we will go. We'll use the oars To row the boat A boating we will go.
--	---	--

Row, Row, Row Your Boat

(Make rowing motions)

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

Pole, Pole, Pole Your Boat

(Make poling motions)

Pole, pole, pole your boat
Gently down the stream.
Merrily, merrily, merrily,
Life is but a dream.

Teacher Note: Show the cover of the book, *Mr. Gumpy's Outing*. Discuss with children that the water is shallow (not very deep) and that Mr. Gumpy is using a long pole to move the boat through the water. Demonstrate and involve children in pretending to have a pole to use as you sing the song.

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: *Mr. Gumpy's Outing* (See Attachment: [Mr. Gumpy's Outing](#))

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

Storytelling Figures: *Who Sank the Boat?* (See Attachment: [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*)

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

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

Activity: Rules for Camping

- Gather children in a group.
- Explain that they are going to help develop rules for camping.
- Lead the children in discussing appropriate and safe behavior when camping.

Family Camping Rules
Stay near your family and friends
Let adults light the campfire
Let adults put out the campfire
Help clean up your campsite

Trainer Note: Copy the Family Camping Rules on an 8 ½ x 11 sheet of paper and make a copy for each child. Invite each child to draw a picture about camping on his or her sheet. Send home to families and suggest that children "read" the rules with their family.

Learning Goals:

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

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: Favorite Outdoor Activity Graph

- Provide a choice of three outdoor activities (camping, boating and picnicking)
- Prepare a graph with columns for each activity. Use a picture or drawing of the activity with the word written on it.
- Make name cards for each child in a size that will fit on the graph.
- Discuss with children the things you do in each outdoor activity.
- Explain to children that they will choose the outdoor activity they like best.
- Invite each child to choose which activity is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each activity.

Our Favorite Outdoor Activity

6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	camping	boating	picnicking

- Write a summary story.

Our Favorite Outdoor Activity

Five children like camping best. Three children like boating the best. Four children like picnicking the best.

Learning Goal:

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

Activity: Fishing for the Alphabet (Small Group)

- Add foam or rubber alphabet letters and aquarium nets to the water table or tub
- Involve children in naming the letters they catch.
- Suggest children try to catch the letters in their name.

Learning Goals:

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

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

Activity: Life Jackets (Small Group)

- Collect life jacket(s).
- Gather a small group of children (3 to 5) for a discussion about life jackets.
- Show the life jacket to the children and invite them to share what they know about life jackets. For example, do they know what it is called and have they ever worn one? Where were they when they wore it? Why do people wear life jackets?
- Build the discussion on what children know about life jackets. Discuss with them the importance of wearing life jackets when they are on a boat or near the water.
- Allow the children to examine and try on the life jackets.
- Invite the children to decide in which center to place the life jackets for independent play.

Teacher Note: *If you can locate a "throw ring" bring it to the group along with the life jacket. Lead the same type of discussion about the "throw ring" as you did with the life jacket.*

Science / Discovery and Math

Learning Goals:

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

MT1.2 Explores combining and separating groups (numerical operations) (*changes in quantity*)

Activity: How Many People in the Boat?

- Collect 5 different sizes of plastic food tubs, thoroughly cleaned and small plastic people figures or counting bears.
- Use a permanent marker and write a numeral from 1 to 5 on the outside or in the bottom of each container. On the smallest container write "1", on the next size write "2" and so forth. Allow markings to completely dry.
- Place the containers and the people figures in the water table.
- Stand back and observe. Allow children to be creative in their play.
- Make comments when appropriate. For example, if there are 2 people in the boat labeled "3" say, "I see you have 2 people in that boat." Point to the numeral "3" and say, "This means that three people can safely ride in the boat. How many more people are needed to make 3?" Does the child say "one" and add another figure to the boat?
- Pose additional questions based on your observations of children's connection of number, numeral and quantity.

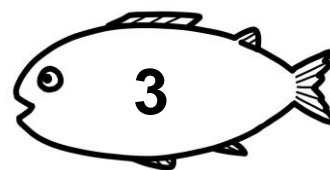
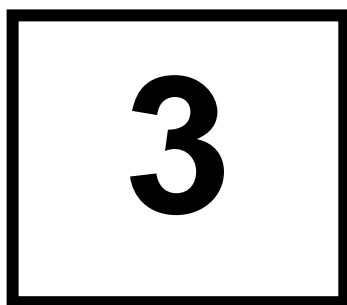
Learning Goals:

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

Activity: Fishing for Numerals (Small Group)

- Make fishing poles using a dowel 18" in length with an 18" string attached for the fishing line.
- Tie a magnet at the end of the fishing line.
- Make 6 to 12 laminated fish shapes with a numeral written on each one and attach a paper clip.
- Invite children to "fish" with the poles, catching the fish when the magnet attracts to the paper clip.
- Encourage the children to identify the numeral on each fish they catch.
- Suggest that children count the number of fish they caught.

Teacher Note: *Make fish shapes with sets of one to ten objects for children to catch. Provide laminated numeral cards from one to ten. When children catch a fish, invite them to place the fish on the correct numeral card.*



Activity: How Many Fish Did I Catch?

- Use the fishing poles and the laminated numeral cards from the Let's Go Fishing activity.
- Make laminated fish shapes without numerals and attach a paper clip.
- Invite children to fish with the poles, catching the fish when the magnet attracts to the paper clip.
- Ask children to count the number of fish they caught and place them on the correct numeral card.

Learning Goal:

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

Activity: What Size Fish Did I Catch?

- Use the fishing poles from the Let's Go Fishing activity.
- Make laminated fish shapes in three different lengths; for example 3", 4" and 5".
- Encourage children to arrange the fish from smallest to largest, then from largest to smallest.

Food/ Nutrition Experience

Learning Goals:

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

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


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

Activity: Fruit Tasting Feast

- Prepare for fruit tasting experience. You will need apples, pears and strawberries, a way to wash the fruit, a knife, and plates or paper towels.
- Prepare a graph to record children’s fruit preferences.
- Reread the book, *We’re Going on a Picnic*, by Pat Hutchins.
- Ask children to name the fruit in the story. Comment that all are fruit and good for your body. These fruits are healthy foods.
- Have children wash hands.
- Wash the fruit and cut it into small pieces and place a piece of each fruit on each child’s plate or paper towel.
- Invite children to taste the fruit and compare the tastes.
- Complete a tasting graph of the children’s favorite fruit they tasted.
- Involve children in counting the names in each column and deciding which column has the most names.
- Write a story about the experience.

Teacher Note: *Be aware of food allergies and make any necessary adjustments.*

Our Favorite Fruit

6	Shane		
5	Reginald		Ethan
4	Hayden	Kelly	Jose
3	LaTonya	Susana	Ashley
2	James	Antonio	Lupe
1	Maria	Frank	Sarah
0	 Apple	 Pear	 Strawberry

Write a summary story:

Our Favorite Fruit

The favorite fruit of our class is the apple. Six people liked apples best.

Teacher Note: *Teachers and children should always wash hands before participating in food experiences*

Learning Goals:**SE1.2 Interacts with peers** (*social skills*)**SE3.1 Shows awareness of self as unique individual** (*preferences*)**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 Picnic Sandwiches**

- Explain to children that they will make either turkey or ham sandwiches for a picnic.
- Invite the group to discuss which they would rather have and why.
- Involve children in voting on which type of sandwich to have.
- Collect sliced turkey or ham, cheese slices, bread, mayonnaise, mustard, lettuce leaves, small plates, table knives, napkins, small spoon for mayonnaise and one for mustard.
- 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.*
- *Should there be a tie between turkey and ham, write each word on a slip of paper, show them to the children and put in a container. Explain that you will draw out one slip and if it says "ham", the children will make ham sandwiches. If it says "turkey" the children will make turkey sandwiches.*
- *Be aware of a child who may not be able to eat certain foods because of religious beliefs and adjust the menu accordingly, or provide an alternate food item for the child.*
- *Teachers and children should always wash hands before participating in food experiences.*

Activity: Make Deviled Eggs

- Place mayonnaise and sweet pickle relish in small bowls with a teaspoon for each.
- Provide one boiled egg (peeled) per child, plus one egg for yourself. Provide one small bowl, plate, fork, small spoon, and napkin per child.
- Sit at the table with children, and guide them to take one boiled egg and place it on their plate. Serve yourself one egg.
- Use a table knife and cut the eggs in half for each child.
- Demonstrate and talk about what you are doing as you guide the children to scoop out the egg yolk with a spoon and mash it with a fork.
- Take a teaspoon of mayonnaise and of pickle relish and guide children to pass the bowls around the table and do the same.
- Begin to mix the egg yolk, mayonnaise and pickle relish. Encourage children to do the same.
- Model putting the egg yolk mixture back into the egg. Encourage children to do the same.
- Eat and enjoy the deviled eggs for either a picnic lunch or for snack.

Teacher Note:

- *Allow the children to do as much of these food experiences as possible. For example, if children can cut their boiled eggs in half with a safe table knife allow them to do this.*
- *Teachers and children should always wash hands before participating in a food experience.*

Movement/Physical Education

Learning Goal:

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

Activity: Row a Carpet Boat

- Place carpet squares on non-carpeted floor.
- Have children put carpet on the floor with carpet side down.
- Ask children to sit on the carpet square with feet extended out in front, with knees bent.
- Invite children to pretend they are in a canoe or row boat and are using oars to get to shore.
- Ask children if they can pull themselves forward with their feet.
- Suggest that children work their arms as if they are rowing a boat.
- Sing “Row, row, row your boat” as children row their carpet boats.

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:

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

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

Activity: Campsite Mural

- Invite children to create a campsite mural. Provide a long strip (6') of butcher paper for the mural. With children watching, say and write the word “Campsite” on the paper. Post the paper on the wall at child’s eye level.
- Explain to children that they can create their campsite any way they want to. They can cut out pictures from magazines and glue them to the paper, they can draw their own pictures, or they can glue items to the paper.
- Provide outdoor magazines, scissors and glue, and items such as washable markers, crayons, colored pencils, paper, paper scraps, chenille stems, small craft sticks, small pieces of wood scraps, and scraps of corrugated cardboard.
- Explain to the children that they can take several days to create their campsite and that all children are invited to contribute to the mural.

Teacher Note: *This is a “child choice” activity, not an activity where all of the children have to contribute to the mural. Your role is to offer the materials and encourage, but not insist that each child participate.*

Learning Goal:

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

Block Center

- Add Camping Prop Box
- Add a life jacket(s) and throw rings.

Library/Book Corner

- Add books about boating, fishing, and camping.
- Add pictures that show people boating, fishing and camping.
- Add felt or magnetic board and storytelling figures for the story, *Who Sank the Boat?* and *Mr. Gumpy's Outing*.

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 picnic prop box for both indoor and outdoor play
- Add a camping prop box to the outdoors.
- Create tents on the playground. Clip a bed sheet or other large piece of fabric to a fence with clothespins. Secure the opposite end of the sheet by placing blocks or liter bottles weighted down with sand on the edges of the sheet. Put up several tents next to each other to create a campsite.

Manipulatives

- Add small colored blocks and small boats.
- Add puzzles of boats and outdoor activities

Water table or tub

- Add foam or plastic letters of the alphabet and aquarium nets and suggest that children fish for the alphabet and name the letters they catch.
- Add small boats, plastic fish and aquarium nets.

Sand table or tub

- Add plastic worms.

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*)

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

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

Activity: What Letter Fish Did I Catch?

- Make fish from construction paper. Write an uppercase letter on each fish. Be sure to include letters that appear as the first letter of each child's name. Laminate or cover with clear adhesive paper for durability.
- Place fish in a container such as a can or bag so children cannot see the letter.
- Say, "Renee' is going fishing. What letter fish will she catch?"
- Invite Renee' to reach into the container, pull out a fish and say the letter. Encourage children to use complete sentences. For example, Renee' would say, "I caught the B fish."
- Child transitions to the next activity.

Teacher Note: *Help each child be successful. For example, encourage other children to say letter name if a child is unable to name the letter. Say, "Let's help Renee' with her letter." Some children may say, "That's my name" as the first letter of their name is fished from the container.*

Family Connection and Engagement

Send home a note stating that for the next few days, the children will be learning about traveling for fun in the great outdoors. Suggest some ways families can be involved in the topic of study:

- Invite families to share with you the outdoor family activities they enjoy. They may be willing to share some family photos of outdoor activities such as boating, fishing and camping.
- Collect items such as life jackets and throw rings, large stones for a campfire, an old tent, or a canteen, for example.
- Ask a family with a travel trailer or camper to come to the center and allow the children to look inside.
- Invite a family member to demonstrate pitching a tent on the playground.
- Include the titles and authors of some of the children's book about traveling for fun in the great outdoors. Suggest that they look for these books in the local library, check them out and read them with their child.
- Suggest that families who go camping and/or boating discuss safety issues with their child.
- Suggest that families involve their child in planning a picnic. They can go to a neighborhood park or have the picnic in their backyard.