

Topic of Study - Traveling for Family Vacation Fun

Introduction

Many families go on vacation, especially during the summer months. They go to the beach, to theme parks, and to visit relatives. Families go on vacation by car, van, and RVs. Some families fly to vacation destinations. Some may travel by train. Anyway and anywhere they travel, children will enjoy the topic of study, Traveling for Family Vacation Fun.

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 Family Vacation Fun, includes some activities that support some of the components of STEM.*

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity plans for Adventures in Learning for information on how to develop your plans. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning** is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about traveling for family vacation fun. 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 family vacation fun you can help children explore:

- Many children go on vacation with their families
- Families go to a variety of destinations for vacation.
- Families travel to vacation destinations in a variety of ways.

Materials to Collect and Make

- Pictures that show vacation destinations such as the beaches, theme parks, and mountains
- Pictures that show different methods of transportation: cars, trucks, vans, RVs, planes and trains. Pictures of airports and train stations.
- Pictures of luggage (suitcases, carryon bags, hang-up bags, duffle bags)
- Pictures of clothing and items appropriate for the beach: bathing suits, beach hats, sunglasses, flip flops, beach towels, umbrellas, suntan lotion
- Family vacation photos
- Children's books about traveling for family vacation fun.
Curious George Goes to the Beach by Margret and H. A. Rey, illustrated in the style of H. A. Rey by Vipah Interactive
The Bag I'm Taking to Grandma's by Shirley Neitzel
Airport by Byron Barton
Curious George Takes a Train by Margret and H. A. Rey, illustrated in the style of H. A. Rey by Vipah Interactive
- Road maps
- Travel posters and brochures
- Luggage tags
- Postcards from vacation destinations
- Small suitcases and carry-on bags
- Beach prop box: beach towels, straw hats, hats with visors, cover-ups, sunglasses (safe), picnic basket, small cooler
- Camera
- Binoculars
- Shoebox Suitcases (attach chenille stems for hinges and handles)

Resources

- Check with your local library for the availability of children's books about traveling for family vacation fun.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- Collect travel brochures and posters from travel agencies.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Traveling for Family Vacation Fun

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 Family Vacation Fun” 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.

- Pay attention to what your children and their families say about family vacations. Be aware of when children are absent for family vacation and where they go.
- Gather the children in a group. Begin by telling children that for the next few days we are going to be learning about traveling with our families for vacations.
- Write on chart paper, chalkboard or marker board the words, “Traveling for Family Vacation Fun.”
- 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.
- Discuss with children that vacation travel usually means going on a long trip when their parents are off work.
- Invite children to briefly discuss some places they have gone with their family for vacation and how they traveled.
- Make a list of all of the things children know about traveling for family vacation fun.
- Review the list with them and say, “You already know a lot of things about traveling for family vacation fun and we’ll find out even more.”
- Now ask children what they would like to know about Traveling for Family Vacation Fun and make list of what they say.
- Keep the two lists until you have completed the topic of study.

What We Know about Traveling for Family Vacation Fun	What We Would Like to Know about Traveling for Family Vacation Fun	Things We Learned about Traveling for Family Vacation Fun

Conclusion: Finding out What Children Have Learned about Traveling for Family Vacation Fun

- Gather the children in a group at the conclusion of the study about traveling for family vacation fun.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Traveling for Family Vacation Fun.”
- Invite children to tell you some things they have learned about traveling for family vacation fun. You may have to ask prompt questions such as “What were some things you saw and did when you went on vacation with your family?” “What did you enjoy the most?”
- Make a list of all the things children learned about traveling for family vacation fun.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about traveling for family vacation fun” 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 (*engagement with books and stories, story comprehension*)

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

Book #1: *Curious George Goes to the Beach* By Margaret and H.A. Rey

First Reading of *Curious George Goes to the Beach*

- Prepare to read the book, *Curious George Goes to the Beach*.
- 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 for the book.)
- Introduce Curious George to the children. Say, "George is a curious monkey. Do you know what it means to be curious?" (curious means wanting to know about things). Invite children to recall other Curious George books they have read.
- Ask children to look at the cover and predict what George is curious about. Say, "Let's read and find out what George is curious about."
- Read the book so all children can see the pictures.
- Read the double page spread where George is hungry for a snack and where the snacks he puts on the napkin keeps disappearing.
- Ask children what they think is happening to the snacks.
- Turn the page which shows a sea gull taking the snack and ask, "Were your predictions correct?"
- Continue reading the book to the end.
- Pause and allow children's honest reaction to the book.
- Follow up with questions such as, "What was your favorite part of the story?" "What were some things that surprised you about the book?" "Why was George's picnic basket empty?"
- Invite children to discuss their experiences at the beach.

Second Reading of *Curious George Goes to the Beach*

- Show the cover, give the title, author and illustrator.
- Read the book so all children can see the pictures.
- Follow up the second reading of the story by showing the pages of the book and inviting children to retell the story in their own words.

Third Reading of *Curious George Goes to the Beach*

- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the book so all children can see the pictures.
- Follow up the third reading of the story by discussing with children the things George was curious about. Show the appropriate pages; when he was curious about the lifeguard and what happened and when he was curious about the sea gulls being hungry.
- Involve children in discussing why the lifeguard's chair is so high, why the children think he had a whistle and binoculars.
- Ask what Betsy did when George paddled out on a float to rescue the picnic basket.

Book #2: *The Bag I'm Taking to Grandma's* by Shirley Neitzel, illustrated by Nancy Winslow Parker

First Reading of *The Bag I'm Taking to Grandma's*

- Prepare to read the book, *The Bag I'm Taking to Grandma's*
- Bring to story time a large paper bag with handles.
- Say to the children, "You're going on a trip to Grandma's. What would you put in the bag you're taking to Grandma's?" Accept all answers.
- List on chart pad, marker or chalkboard the things children say they would take to Grandma's.
- 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.)
- Say, "You said what you would pack in the bag to take to Grandma's. Let's see what the boy in the story is taking to Grandma's."
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages on the left side of the book and inviting children to name the items the boy is taking to Grandma's.
- Ask children, "Were there any of the items on your list?" and compare the two lists.

Second Reading of *The Bag I'm Taking to Grandma's*

- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages where the mother appears.
- Show each page with the mother and boy and discuss what is happening.
- Involve children in discussing what the boy can take to Grandma's and what he has to leave home.

Third Reading of *The Bag I'm Taking to Grandma's* (Small Group)

- Gather a small group of children, three to five.
- Show the cover and invite children to recall the title. Give title, author and illustrator and invite children to say what each does.
- Read story so all children can see the pictures in the book.
- Follow up the third reading by explaining to children that on some pages the words are left out and pictures are there instead. Show the third page of the book as an example. Say, "The word 'bag' is left out and a picture of a bag is there instead."
- Invite individual children to read a Rebus page with you.
- Run your fingers under the words and illustrations as you and the children read the book together.

Teacher Note: *A Rebus story is one in which photos/illustrations are substituted for words.*

Additional Learning Goal:

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

Book #3: *Airport* by Byron Barton, author and illustrator

First Reading of *Airport*

- Prepare to read the book, *Airport*
- 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.
- Discuss with children what an airport is.
- Read the story so all children can see the pictures in the book.
- Follow up by inviting children to share their experiences with airports and airplanes. Guide children to see likenesses and differences in their experiences and what is happening in the book.

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

Second Reading of *Airport*

- Show cover and ask children to recall the title. Give the author and illustrator.
 - Invite children to recall some of the things they remember about the book.
 - Read the book so all children can see the pictures.
 - Follow up the second reading by showing the pictures and asking questions such as, “What are some of the different ways you can get to the airport?” “What are some things people are doing in the waiting room?” “Why did the flight attendant say to buckle seatbelts?”
 - Clarify terms such as waiting room, control tower, cockpit and flight attendant.
 - Continue to encourage children to discuss their airport and airplane experiences.
-

Third Reading of Airport (Small Group)

- Gather a small group of children, from three to five.
- Prepare to read the book, *Airport*.
- Invite children to recall the title. Give author and illustrator
- Show the cover and invite children to recall what they remember about the book.
- Read the book so all children can see the pictures.
- Follow up the third reading by helping children “read” the signs and the captions in the book and discuss what they mean. For example, Airport, Taxi, Gates 1-6, Tickets, Baggage, toilet, kitchen, passenger compartment, lounge, pilot’s cockpit, fuel tanks, and cargo hold.

Teacher Note: *Allow all children an opportunity to participate in a small group reading of Airport.*

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

First Reading of *Curious George Takes a Train*

- 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.
- Prepare to read the book, *Curious George Takes a Train*
- 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 cover of 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.
- Review the story by showing the pages where George is being curious and involve children in discussing the episode. Ask questions such as, "What did George do with the numbers and letters on the big sign?" "Why do you think the trainmaster was unhappy when he realized George had changed the numbers and letters?"
- 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.

Second Reading of *Curious George Takes a Train*

- Show the cover and ask children to recall the title. Give the author and illustrator.
- Recall with the children what the word "curious" means and what George was curious about in the story.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by turning the pages and allowing children to retell the story in their own words.
- Invite children to discuss why George was a hero and what the word "hero" means. (Hero is someone who does something brave).

Teacher Note: *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 involves all children and prevents only the more verbal children from story retelling.*

Additional Books

Flying by Donald Crews

Hey! Get Off Our Train by John Burningham

Steam Train, Dream Train by Sherri Duskey Rinker, illustrated by Tom Lichtenheld

Train Song by Diane Siebert, illustrated by Mike Wimmer

Language and Literacy Materials and Activities

Learning Goal:

EL1.1 Shows interest in literacy experiences

Storytelling Props/Figures: *The Bag I'm Taking to Grandma's*

- Collect the items for the book, *The Bag I'm Taking to Grandma's*, by Shirley Neitzel, and a travel bag or a shopping bag that resembles the bag in the story.
- Read the book, *The Bag I'm Taking to Grandma's*, to the children.
- Retell the story as you place the props in the bag.
- Explain to the children that the props will be in the home living/dramatic play area for their use.

Teacher Note: *If you are unable to gather all of the props, use pictures of the items to tell the story. Draw a picture of a travel bag that is large enough for the items. Laminate or cover the pictures with clear self-adhesive paper. Add felt strip or magnet to the back of each picture. Place the figures in the library area. Add a felt or magnetic storyboard.*

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*)

What Will We See?

If you go to the beach with me,
What do you think we will see?

We'll see a lifeguard sitting up so high.
We'll see sea gulls as they fly by.

If you go the beach with me,
What do you think we will see?

We'll see children digging in the sand.
We'll look for seashells, won't that be grand!

If you go to the beach with me,
What do you think we will see?

We'll see waves so very, very high.
We'll see the bright sun up in the sky.

If you go to the beach with me,
There'll be lots of pretty things for us to see.

I've Been Working on the Railroad (Song)

I've been workin' on the railroad,
All the live long day.
I've been working on the railroad,
Just to pass the time away.
Don't you hear the whistle blowing?
Rise up so early in the morn.
Don't you hear the captain shouting
"Dinah, blow your horn?"

Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?
Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah.
Someone's in the kitchen, I know.
Someone's in the kitchen with Dinah
Strumming on the old banjo.

Fee, fie, fiddle-e-i-o.
Fee, fie, fiddle-e-i-o-o-o.
Fee, fie, fiddle-e-i-o.
Strumming on the old banjo.

Down By the Station (Song)

Down by the station
Early in the morning
See the little puffer bellies
All in a row.
See the station master
Turn the little handle.
Puff, puff, toot, toot, off we go

Little Red Caboose (Song)

Little red caboose, chug-chug-chug.
Little red caboose, chug-chug-chug.
Little red caboose behind the train, whoo-who.
Smoke stack on its back, back, back, back.
Going down the track, track, track, track.
Little red caboose behind the train, whoo-who.

Learning Goals:

CD3.2 Engages in symbolic and abstract thinking (*symbolic representation, 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) (*grammar and sentence structure*)

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

Activity: If We Went to the Beach (Small Group)

- Follow up the reading of *Curious George Goes to the Beach* by Margaret and H.A. Rey by involving the children in writing a class book about things they might see or do if they went to the beach.
- Gather a small group of children (3 to 5) for this activity.
- Help each child develop his/her individual page. Discuss with each child one special thing he or she might see or do at the beach. Record each child's comments on a sheet of paper. An example is, Trey said, "I would see that lifeguard man. He has a whistle he blows."
- 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 at the beach. They may want 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 to the Beach* 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.

If We Went to the Beach

by
Miss Julie's Class

Trey said, "I would see that lifeguard man. He has a whistle he blows."

Teacher Notes:

- *Involve all children in creating a page for the book.*
- *Encourage children to make complete sentences.*

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*)

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

Activity: What Should I Take? (Group Activity)

- Prepare a list with each child’s name on it. Write the list on chart paper, chalk board or dry-erase board. Write the names large enough so children can read them. Title the list, **What Should I Take?**
- Post the list so children can see it.
- Bring a suitcase to group time.
- Explain to children that they are going to help you pack the suitcase.
- Say, “Pretend you’re going on vacation to grandmother’s house. You’re going to stay for two weeks. Be thinking about what you will take.”
- Point to the first name on the list and help children identify the child. For example, as you point to Trey’s name, ask, “Whose name is this?”
- Ask that child to state what he or she will take and pretend to put it in the suitcase.
- Write beside the child’s name the item she or he has chosen.
- Encourage children to say something different from other children. For example, say, “Eugenia, what else can you take to grandmother’s?”
- Invite the children to “read” back the list to you. Allow each child to “read” what he or she will take.

What Should I Take?
Eugenia – teddy bear
Thomas – pajamas
Maria – swimsuit and beach towel
Michael – cars and trucks

Teacher Note: *Vary this activity. For example, involve children in naming what they would take to the beach or some other vacation destination they have named. Follow the same procedures as above.*

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*)

Activity: Packing My Suitcase

- Pack a suitcase with items you would and would not take to the beach. For example, pack a bathing suit, flip flops, sun glasses, book to read, beach towel, toothbrush and toothpaste, egg beater, gloves, hammer, and coat. Be creative in the things you pack that do not belong.
- Tell children you are going on a trip to the beach but didn’t know what to take with you. Ask if they have any ideas.
- Say, after getting their ideas, “Let’s see how I did packing my suitcase. Do I need to take _____?” (pull out a bathing suit, for example.) “How about this _____?” (pull out the egg beater).
- Invite children to discuss why each item is needed or not.
- Have a luggage tag attached to your suitcase. Explain to children that the luggage tag has your name, address and telephone number on it so that if your luggage gets lost, the people who find it will know how to return it to you.

Learning Goals:

CD3.2 Engages in symbolic and abstract thinking (*symbolic representation, 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) (*grammar and sentence structure*)

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

Activity: When I Go On Vacation

- Involve an individual child or a small group of children at a time in writing a class book about where they would like to go on vacation.
- Allow one page per child.
- Help each child develop his or her individual page. Invite each child to complete the following sentence: "When I go on vacation I want to go to _____."
- Invite children to draw a picture about their vacation 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, When I Go on Vacation by Ms. Eliana's class.
- Use rings or staple pages together to make a book.
- Invite each child to read his or her page to the other children.

Erin said, "When I go on vacation I want to go see my cousins in Texas."

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*)

Activity: What's In the Traveling Bag

- Place a collection of toy vehicles in a large bag (a shopping bag will do): cars, trucks, train, airplane, helicopter, boat, rocket ship.
- Describe a mode of transportation you have in the bag. Have children make guesses about what you are describing.
- Remove the item from the bag when children correctly guess what it is.
- Continue until all of the items are named.
- Consider these descriptions:
 - "I have four wheels and you can haul things in my bed (or in the back of me)." (truck)
 - "I can take you to the moon." (rocket ship)
 - "I can travel on the lake or on a river." (boat)
 - "I have wings and I can fly way up in the air." (airplane)
 - "I have four wheels, a front seat, a back seat and a steering wheel." (car)
 - "I have blades on top that go round and round and I take off by going straight up in the air." (helicopter)

Science / Discovery and Math

Learning Goals:

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

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

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

MT1.1 Demonstrates number sense and an understanding of quantity (*number names and count sequence*)

Activity: Our Favorite Way to Travel (Group Activity)

- Prepare a graph with columns for three ways to travel: car, plane and train. Use a picture or drawing of each type of travel in the appropriate column.
- Make name cards for each child in a size that will fit on the graph.
- Go over the chart with the children, explaining that they will decide which way they would like to travel for vacation by placing their name card in the correct column.
- Allow each child a turn to say which way to travel they like best, tell why, and place his or her name card in the correct column.
- Involve the children in counting the number of children who like each way of traveling.

Our Favorite Way to Travel

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	car	plane	train

- Write a summary story.

Our Favorite Way to Travel

Five children like to travel by car best. Three children like to travel by plane best. Four children like to travel by train best.

Learning Goals:

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

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

Activity: All Aboard the Color Train

- Make tickets from different colors of construction paper. There can be duplicates of colors.
- Allow the day's leader to be the engine of the train.
- Have the children spread out across the room.
- Say, "The train is about to leave the station. All passengers with red tickets get on board." Children with red tickets line up behind the engine.
- Call the next color and those children line up behind the engine.
- Ask the engine to start down the track when all children are on board. Children follow the engine as they walk around the room.

Teacher Notes:

- *Be the engine of the train if you think this would work better with your group of children.*
- *This activity can be done either indoors or outdoors, depending on space in the classroom.*
- *If this activity is done outdoors, this would be a good way to gather the children as you prepare to go indoors.*

Learning Goals:

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

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

Activity: Weighing Seashells

- Provide a collection of sea shells and a balance scale.
- Allow children to experiment with putting shells in each of the cups on the scale.
- Invite children to see if they can balance the scale. Explain that when one cup goes down lower than the other, that cup is the heaviest. When both cups are level, or in a straight line, they weigh the same.
- Observe children as they experiment with balancing the scale.

Activity: Which is the Heaviest?

- Fill one small container with sand and an identical container with seashells. Containers must be small enough to fit in the cups of the balance scale.
- Ask children to pick up the containers and predict which is the heaviest.
- Invite children to place the container with sand in one of the cups on the scale and the container with seashells in the other.
- Ask the children if their prediction was correct. Which is the heaviest? How can they tell? (Heaviest cup goes down and lightest cup goes up)

Food/ Nutrition Experience

Learning Goals:

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

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

Activity: Travel Mix

- Gather the following: different kinds of whole-grain cereal squares, toasted oat cereal and pretzel sticks. Place each in a separate bowl.
- 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 experiences as possible.*
- *Adults and children should always wash hands before participating in food experiences.*

Movement/Physical Education

Learning Goal:

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

Activity: All Clear for Takeoff

- Read the book, *Airport*, with the children prior to going outdoors.
- Call children's attention to the double spread pages that show the two pilots in the cockpit. The text is "Control tower to pilot. All clear for take off."
- Show children the markings on the runway and ask what they think they are for.
- Discuss with children that the pilot follows this path with the front wheels of the plane as he prepares for take off.
- Discuss with children that you will draw a runway on the tricycle path and they can pretend that their tricycles are airplanes and follow the path.
- Use sidewalk chalk to draw a path similar to the one in the book. Make sure it is perfectly straight.
- Invite children to guide their planes (tricycles) down the runway by keeping the front wheel on the path you have drawn.
- Observe children to see if they can steer their tricycles on the path.

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 movement 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: Vacation Traveling

- Assemble a **Vacation Traveling Art Box**. In the box include materials such as pre-cut shapes from paper, fabric and aluminum foil, milk jug or drink caps, craft sticks, and fasteners such as tape and clothespins. Include a number of small boxes.
- Label the box, **Vacation Traveling** and include on the label pictures of cars, vans, RVs, airplanes and trains.
- Introduce the Vacation Traveling box to children and explain that it will be in the art center all week.
- Invite children to explore the contents of the box and discuss some things they might make.
- Explain to children that they can work on their project over several days if they choose.
- State that they are also free to use other items in the art center such as markers, crayons, scissors and glue.
- Have a place where they can store their unfinished creations.

Activity: Suitcase Mural

- Make a large suitcase from butcher paper (6' long). Include hinges and a handle.
- Invite children to cut out items to go in the suitcase and glue them to the suitcase or draw their own pictures, cut them out and glue them to the suitcase.

Teacher Note: *Allow children to use the art materials in their own creative way.*

Block Center

- Add small airplanes, helicopters, trains and people figures
- Add a variety of small boxes for children to use in their own creative way.
- Add a cardboard box cockpit.
- Add props from the book, *The Bag I'm Taking to Grandma's*.
- Add roadmaps

Library/Book Corner

- Add books about vacation travel.
- Add travel posters and postcards

Learning Goal:

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

Home Living/Dramatic Play

- Add beach prop box
- Add shoebox suitcases
- Add a serving tray and small plastic glasses
- Add notepads and pencils
- Add index cards for making boarding passes
- Post travel posters on the wall.
- Place luggage tags in a basket. Add tags and pencils and markers to the basket. Make a label for the basket as follows: **Please make a tag for your luggage.** Read the label with the children and invite them to make a luggage tag. Discuss with them what to include on the tag: name, address and phone number.

Name _____

Address _____


City _____ **State** _____ **Zip** _____

Phone _____

- Add camera and binoculars. Consider taking them outdoors.

Activity: Traveling in an Airplane

- Create an airplane cabin by involving children in lining up two rows of chairs with three or four chairs in each row. Leave room to walk between the two rows (the aisle).
- Make boarding passes with seat numbers on them.
- Place corresponding numbers on the chairs.
- Place boarding passes in a container such as a basket.
- Select a pass and say, "My seat number is 8. Let's see if I can find my seat."
- Locate seat number 8 and sit down and pretend to buckle your seatbelt.
- Invite children to join you for a plane ride.
- Step back and observe children when they begin to role play traveling in an airplane.
- Take a notebook and pencil and walk between the rows of chairs and say, "I'm your flight attendant. Do you want juice, milk or water to drink?" Write down children's responses.
- Suggest that one of the children take over as flight attendance and serve the others.
- Step back again and observe children as they role play.

 **Boarding Pass**

Name _____ **Seat** _____

Flight Number _____ **Date** _____

Origin _____ **Destination** _____

Manipulatives

- Puzzles of airplanes, trains, and other vehicles
- Bristle Blocks with wheels
- Duplo's with wheels

Water table or tub

- Make small floats from a piece of Styrofoam.
- Add covers of containers such as butter tubs.
- Add plastic people figures.

Learning Goals:

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

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

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

Sand table or tub

Activity: Molding with Sand

- Show the children the cover of the book, *Curious George Goes to the Beach*.
- Call attention to the three piles of sand (inverted bucket) and invite children to discuss how they were made.
- Add small buckets and containers such as empty butter tubs, a small shovel. You can also add purchased sand molds.
- Observe children to see how they use the materials. Do they notice that the dry sand does not stay in the shape of the mold?
- Ask children why they think their piles of sand do not look like the three piles of sand in the book.
- Ask children what they think will happen if water is added to the sand.
- Involve children in adding enough water to dampen the sand.
- Observe children to see if they notice the difference when they used the dry sand and the wet sand.

Teacher Note: Consider using dampened sand outdoors so that it can dry before it is covered at the end of the day.

Activity: Looking for Seashells

- Add seashells and small buckets and shovels to the indoor sand table or tub.

Science/Discovery

- Add Weighing Seashells
- Add Which is the Heaviest?

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 Goal:

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

Activity: Car, Train or Plane?

- Call one child's name at a time. Say, "Ramona, you're going on a trip. How would you like to travel? Car, train or plane?"
- Child selects a mode of travel and pretends to be that vehicle: (drive a car, fly like a plane, and say "chug chug" like a train.)
- Child transitions to the next activity.

Activity: Whose Ticket Is This?

- Have children's name cards.
- Show a name card and say, "We're boarding the airplane. Whose ticket is this?"
- Child claims ticket and transitions 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 for family vacation fun. Suggest some ways families can be involved in the topic of study:

- Collect pictures, posters and brochures of vacation destination spots.
- Donate old cameras and binoculars.
- Suggest that families take photos of their family vacation and send a couple of them to the center to share with the other children and to display in the classroom.
- Include the titles and authors of some of the children's books about traveling for family vacation fun. Suggest that they look for these books in the local library, check them out and read them with their child.

Share with families information about summer health and safety concerns. These concerns also apply to teachers in preschool programs.

- Make sure children have access to drinking water outside. When they play vigorously in the sun, they dehydrate more quickly. Provide extra liquids in hot weather.
- Be aware of over-exposure to the sun, especially when children are at the beach. Apply sunscreen with a number sufficient to block out the harsh rays from the sun. Keep children indoors or in the shade during the really hot part of the day.
- Include quiet outdoor activities so that children do not over-exert themselves.
- Be alert to weather conditions and go indoors when lightning threatens.
- Be aware of the presence of stinging insects outdoors and keep them and children apart. Know children's "insect" allergies and be prepared for stings and bites that may occur.
- Suggest to families that children wear shoes other than flip-flops or thongs because these can be dangerous for children as they climb and run. State that closed toe shoes are best.

Teacher Note: *These summer health and safety concerns are also appropriate for preschool teachers.*