



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

 <p><b><u>Introduction</u></b></p>	<p>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.</p>
 <p><b><u>Big Ideas</u></b></p>	<p>Here are three big ideas about traveling to places in the community you can help children explore:</p> <ul style="list-style-type: none"> <li>➤ We travel in a lot of ways as we go places in our community.</li> <li>➤ We go to many places in our community.</li> <li>➤ We see different people and do many things when we travel in our community.</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<ul style="list-style-type: none"> <li>• Pictures of cars, vans, trucks, and SUVs <b>Note:</b> Consider searching Microsoft Clip Art or Google Images for pictures.</li> <li>• Children's books about traveling to places in the community <i>Wheels on the Bus</i>, Raffi Songs to Read, illustrated by Sylvie Kantorovitz Wickstrom <i>Mr. Gumpy's Motor Car</i> by John Burningham, author and illustrator <i>Froggie Goes to School</i> by Jonathan London, illustrated by Frank Remkiewicz</li> <li>• Dashboard: Locate a sturdy cardboard box at least 18 inches wide. Attach parts that are found on a dashboard. For example, create a steering wheel by attaching a paper plate or a pie tin to the box with a brad. Attach bottle caps for radio/CD buttons. Add a clock. Make a slot for a key. Provide a set of old keys. Be creative. Add other parts to the dashboard.</li> <li>• Collect environmental print items that represent grocery stores: empty food packages such as cereal boxes, cake, muffin and cookie mix boxes, cracker and cookie boxes, coupons with grocery items labels or logos, labels from canned soups, fruits and vegetables.</li> <li>• Collect items from local eating places, especially fast food restaurants: disposable menus, unused napkins, sacks and paper food containers with the logos on them.</li> <li>• 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.</li> <li>• Collect brochures from auto dealers.</li> <li>• 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</li> <li>• Collect an assortment of figures that depict traveling in the community and some</li> </ul>

	<p>that depict other types of travel: school bus, automobile, truck, mini-van, motorcycle, bicycle, plane, ship, covered wagon, wheel barrow, rickshaw, for example.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Collect an assortment of small matchbox type cars in different colors.</li> <li>• Develop a Going to School Prop Box: lunch box, paper, pencils, crayons, name card, books and backpack.</li> <li>• CD or tape by Raffi with the song, Wheels on the Bus</li> </ul>
 <p><b><u>Resources</u></b></p>	<ul style="list-style-type: none"> <li>• Check with your local library for the availability of children’s books.</li> <li>• Children’s books can be purchased online, from school supply catalogs or local bookstores.</li> <li>• Auto dealerships, local restaurants</li> <li>• Purchase the CD or tape by Raffi with the song, Wheels on the Bus</li> </ul>
 <p><b><u>Introducing and Concluding the Topic</u></b></p>	<p><b>Introduction: Finding out what Children Know about Traveling to Places in the Community</b></p> <p><b>Benchmarks: 3.5 Understands that print conveys a message 5.8 Participates in group discussion</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Ask them if they remember what “traveling” means. Reinforce that it means going from one place to another.</li> <li>• Write on chart paper, chalkboard or marker board the words “Traveling to Places in the Community.”</li> <li>• 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.</li> <li>• Involve children in discussing where they travel to in their community and how they travel to those places.</li> <li>• Make a list of all of things children know about traveling to places in the community.</li> <li>• 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.”</li> <li>• Keep the list until you have completed the topic of study.</li> </ul> <hr/> <p><b>Conclusion: Finding out What Children Have Learned about Traveling to Places in the Community</b></p> <ul style="list-style-type: none"> <li>• Gather the children in a group at the conclusion of the study about traveling to places in the community.</li> <li>• Write on chart paper, chalkboard or marker board, “Things We Learned about</li> </ul>

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 list 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**

**Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them**

**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 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 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.

**Additional Benchmark: 1.19 Works cooperatively with others in completing a task**

**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.

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**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 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 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.?"

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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*.

**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 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 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?

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**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 Benchmark: 3.7 Identifies letters and signs in the environment**

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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 Benchmark: 2.5 Enjoys singing games, dramatizing songs and moving to music**



**Additional  
Books**

*Cars* by Anne Rockwell  
*Franklin Goes to School* by Paulette Bourgeois, illustrated by Brenda Clark  
*Mr. Gumpy's Outing* by John Birmingham  
*School Bus* by Donald Crews  
*This is the Way We Go To School* by Edith Baer, illustrated by Steve Bjorkman



**Language  
Materials  
and  
Activities**

**Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)  
5.5 Participates in songs, finger plays, rhyming activities and games**

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

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!

Off we go,  
Down the street,  
Waving to people  
We happen to meet.

**Five Red Pickup Trucks**

Five red pickup trucks, all in a row. (Hold up five fingers)  
The driver of the first truck said,  
"You're driving too slow." (Put thump down)

Four red pickup trucks, all in a row. (Hold up four fingers)  
The driver of the second truck said,  
"It's time for me to go." (Put down index finger)

Three red pickup trucks, all in a row. (Hold up three fingers)  
The driver of the third truck said,  
"My gas tank's getting low." (Put down middle finger)

Two red pickup trucks, all in a row. (Hold up two fingers)  
The driver of the fourth truck said,  
"I think I need a tow." (Put down ring finger)

One red pickup truck stands all alone. (Hold up little finger)  
The driver of the fifth truck said,  
"I think everybody's gone." (Put down little finger)

**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.

**Additional Benchmark: 3.10 Classifies objects by physical features such as shape or color**

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**Wheels on the Bus**

(Make appropriate motions as you sing the song)

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.

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.

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.

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.

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.

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.

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.

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.

**Teacher Note:** If you have the Raffi CD or tape 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.

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**Benchmark: 3.5 Understands that print conveys a message**  
**3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship**

**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.

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**Benchmark: 3.5 Understands that print conveys a message  
3.7 Identifies letters and signs in the environment**

**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.

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**Benchmarks: 3.5 Understands that print conveys a message  
3.7 Identifies letters and signs in the environment**

**Activity: I Went to the Grocery Store (Small Group – 3 to 5 children)**

- Collect coupons with product labels and logos and packaging for items found in a grocery store; for example empty cereal boxes, cake, muffin, and cookie mix boxes, cracker and cookie boxes, labels from canned soups, fruit and

vegetables.

- Cut the labels with logos off the boxes to use for this activity.
- Place the coupons and labels with logos in a paper grocery sack.
- Gather a small group of children. Recite the following rhyme:  
*I went to the grocery store, now I'm back.  
Can you guess what's in my sack?*
- Take one item out of the bag at a time and ask for a volunteer to read it.
- Continue the activity until each child has had a turn. Repeat the rhyme each time

**Teacher Note:** This is an Environmental Print activity. See the activity, Places We Like to Eat, for information on Environmental Print.

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**Benchmarks: 2.11 Creates drawings and paintings that gradually become more detailed and realistic**

**3.5 Understands that print conveys a message**

**5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar**

**5.6 Uses words to communicate ideas and feelings**

**5.7 Engages in two-way conversation with children and adults**

**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 \_\_\_\_\_.

**Benchmarks:** 5.2 Uses effective oral communication skills, speak in complete sentences, speaking with appropriate grammar  
1.1 Demonstrates ability to make choices  
1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials

**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.

**Benchmarks:** 3.4 Demonstrates visual discrimination and visual memory skills  
3.7 Identifies letters and signs in the environment  
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)  
3.22 Makes comparisons (scientific process: comparing)

**Activity: License Plate Match**

- Use large blank cards to create fake license plates.
- Make duplicates of license plates with letters and numerals.
- Involve children in finding the license plates that match.
- Invite children to say the letter and numeral words.



**Benchmarks:** 3.11 Classifies objects conceptually (things that go together)  
5.3 Expands vocabulary  
5.4 Recognizes and identifies by name most common objects and pictures  
5.10 Follows directions in sequence

**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,



**Science /  
Discovery  
and Math**

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

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**Benchmark: 3.13 Demonstrates one-to-one correspondence**  
**3.14 Demonstrates the ability to order and sequence**  
**3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship**

**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.

**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.

**Teacher Note:** Vary the activity as follows: Attach a strip of paper to each garage. On one strip, put one large dot, on one strip put two large dots, on one strip put three large dots, on one strip put four large dots, on one strip put five large dots. Invite children to count the dots on the garage and drive the correct car into that garage.

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**Benchmark: 3.10 Classifies objects by physical features such as shape or color**

**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 on their own. Observe to see if they match the cars and garages by color.
- Invite children to drive each car into the correct garage.

	<p><b>Teacher Note:</b> 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.</p>
 <p><b><u>Food/ Nutrition Experience</u></b></p>	<p><b>Benchmarks:</b> 4.2 Demonstrates health and personal care habits 4.3 Tries new foods before deciding whether he/she likes them 4.6 Coordinates eye-hand movements to complete tasks 4.7 Uses small muscles for self-help skills</p> <p><b>Activity: Make a Sandwich to Take to School</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain to children that they will make a sandwich to eat in school.</li> <li>• Allow table helper to give each child a plate, knife and napkin</li> <li>• 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.</li> <li>• Assemble your sandwich and invite children to do the same.</li> <li>• Cut each child's sandwich in half so that it is easier for them to eat.</li> <li>• Serve with a fruit cup and milk for a healthy snack.</li> </ul> <p><b>Teacher Note:</b> Allow the children to do as much of this food experience as possible.</p> <p><b>Teacher Note:</b> Teachers and children should always wash hands before participating in a food experience.</p>
 <p><b><u>Movement/ Physical Education</u></b></p>	<p><b>Benchmark:</b> 4:12 Shows balance and coordination 5.10 Follows directions in sequence</p> <p><b>Activity: Pretend to Drive a Car</b></p> <ul style="list-style-type: none"> <li>• Gather children in a space where they have room to move. This activity can be done either indoors or on the playground.</li> <li>• Explain to children that they are going to pretend to be driving a car. You will tell them how to drive.</li> <li>• Tell children to move without touching their friends.</li> <li>• 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."</li> </ul> <p><b>Teacher Note:</b> Allow children time to do the different motions before changing to the next one.</p>



## Learning Centers

**Benchmarks: 2.10 Explores and manipulates art media**  
**2.12 Preplans art project and then works with care**

### 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 like 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.

**Additional Benchmarks: 3.3 Demonstrates visual discrimination and visual memory skills**

**3.6 Demonstrates an interest in using writing for a purpose**

**3.8 Uses knows letters or approximation of letters to represent written language**

**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

- 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.
- Add a dashboard (See **Materials to Collect and Make** for directions on how to make the dashboard)
- Place brochures from auto dealers in 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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**Benchmark: 2.1 Shows creativity in play with materials and props**

### 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.

**Additional Benchmarks: 3.10 Classifies objects by physical features such as shape or color**

**3.13 Demonstrates one-to-one correspondence**

**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 Benchmark: Works cooperatively with others on completing a task**

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**Benchmark: 4.6 Coordinates hand and eye movements to complete tasks**

**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**

- 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**

**Benchmark: 1.1 Demonstrates ability to make choices**

**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.

**Additional Benchmark: Follows directions in sequence**

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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.



**Family  
Activities**

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.