



Topic of Study – Travel Safety and Taking Care of Vehicles

 <p><u>Introduction</u></p>	<p>Preschool children are becoming aware of safe and unsafe behavior. They are beginning to assume some responsibility for keeping themselves safe.</p> <p>Most preschool children know something about the care and upkeep of vehicles. They may help wash the family car. They are often present when gas is put in the tank. They may even go with a family member to an auto repair shop or watch repairs going on at home.</p> <p>With children's awareness of safety and of some of the ways that we care for our vehicles, they will enjoy this topic of study: Travel Safety and Taking Care of Vehicles.</p>
 <p><u>Big Ideas</u></p>	<p>Here are two big ideas about travel safety and caring for vehicles that you can help children explore:</p> <ul style="list-style-type: none"> ➤ We can help keep ourselves and others safe when we travel ➤ We can take care of our vehicles
 <p><u>Materials to Collect and Make</u></p>	<ul style="list-style-type: none"> • Pictures of cars, trucks, vans, SUVs, boats, school buses, bicycles, motorcycles. • Note: Consider searching Microsoft Clip Art or Google Images for pictures • Children's books about travel safety and taking care of vehicles <i>I Read Signs</i> by Tana Hoban <i>Who Sank the Boat</i> by Pamela Allen <i>Five Little Monkeys Wash the Car</i> by Eileen Christelow <i>Curious George Rides a Bike</i> by H. A. Rey • Felt or Magnetic Board • Figures for Teasing Mr. Crocodile • Storytelling figures for the book, <i>Who Sank the Boat?</i> (See Attachment: Who Sank the Boat?) • Make an I Can Read Signs book by taking photos of signs around your program and placing one on a page. Under the sign write I can read Stop, for example. • Small traffic signs, either purchased or teacher-made • Large appliance box to paint • Auto repair/garage/car wash prop box (indoors: coveralls, small wrenches, pliers, small clean cans labeled oil, liquid soap, car wax, piece of clear plastic plumbing hose, small bucket, sponge, cloths, clipboard with paper and pencil, telephone • Gas station and garage center (outdoors): Same as auto repair prop box for indoors • Car wash prop box for outdoors: bucket, sponges, scrub brush, old towels, piece of clear plastic plumbing hose, liquid detergent in squeeze bottle



Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.



Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Travel Safety and Taking Care of Vehicles

Benchmarks: 3.5 Understands that print conveys a message 5.8 Participates in group discussion

To introduce the topic of "Travel Safety and Taking Care of Vehicles" 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 being safe when we travel and about taking care of our vehicles."
- Ask children if they know what the word vehicle means. Listen to their answers. Help them understand that cars, trucks, vans, and SUVs are vehicles.
- Write on chart paper, chalkboard or marker board the words "Travel Safety and Taking Care of Vehicles."
- Invite children to tell you things they already know about how you can be safe when you travel. Children may talk about seat belts and safety seats. Ask what you should do when you are riding in a boat.
- Invite children to tell you things they already know about taking care of the vehicles in their family. You may have to ask questions such as, "How do you keep your car clean?" "What happens when a car is damaged in an accident?"
- Make a list of all of the things children know about travel safety and taking care of vehicles.
- Review the list with them and say, "You already know a lot of things about travel safety and taking care of vehicles and we'll find out even more."
- Keep the list until you have completed the topic of study.

Conclusion: Finding out What Children Have Learned about Travel Safety and Taking Care of Vehicles

Gather the children in a group at the conclusion of the study about travel safety and taking care of vehicles. Write on chart paper, chalkboard or marker board, "Things We Learned about Travel Safety and Taking Care of Vehicles."

- Invite children to tell you some things they have learned about travel safety and taking care of vehicles. You may have to ask prompt questions such as "What are some ways we can keep ourselves safe when we are riding in a car or in a boat?" "How can we take care of our vehicles?"
- Make a list of all the things children learned about travel safety and taking care of vehicles.
- Read the first list you made with the children. Then say, "Here are some new things you found out about travel safety and taking care of vehicles." 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: *I Read Signs* by Tana Hoban, author and illustrator

First Reading of *I Read Signs*

- Prepare to read the book, *I Read Signs*
- 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.)
- Read the sign on the cover, PLAY GROUND, and ask children what they think this sign means. What are people to do when they see this sign?
- Ask children to look at the cover and predict what story is about.
- Read the book so all children can see the pictures
- Invite children to discuss the signs that are familiar to them and where they have seen the signs.
- Follow up by showing each page and involving the children in reading the signs.
- Suggest that children look for these signs when they are going to and from school or to other places in the community. State that they may also see signs when they are walking in the neighborhood.

Teacher Note: This type of book is an information book rather than a storybook. Some books, such as *I Read Signs*, 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 area or another learning center. For example, *I Can Read Signs* might be an appropriate book to place in the block center.

Second Reading of *I Read Signs*

- Show the cover and give the title, author and illustrator
- Say, "I saw a STOP sign on my way to school this morning. Did any of you notice any signs as you were coming to school?" Allow children to discuss any signs they noticed and what the signs said.
- Read the book so all children can see the pictures
- Follow up the second reading by showing the first 17 pages page, inviting children to read the sign with you, and asking questions to stimulate children to think about and to discuss the signs. For example, ask children where you would see the WALK and DON'T WALK signs. What does SPEED LIMIT 15 mean on the school sign? Why would there be NO PARKING FIRE LANE signs?
- Explain to children that you will read the book to them again and discuss the other signs at that time.

Teacher Note: Consider a second and third reading of the book with a small group of children if your staffing situation and schedule allows for this. In smaller groups, children have more opportunities to discuss and understand the contents of the book.

**Additional Benchmarks: 3.5 Understands that print conveys a message
3.7 Identifies letters and signs in the environment
5.9 Uses language to problem-solve**

Third Reading of *I Read Signs*

- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read book so all children can see the pictures.
- Follow up the third reading by reminding children that you said you would review with them the remainder of the signs in the book.

- Invite children to read the signs on pages 18 through the end of the book and to discuss the signs. For example, ask children what an exit sign means. Where are some of the places they have seen exit signs?
- Remind children again to look for signs as they go places with their family.

Teacher Note: Consider placing this book in the Block Center. You can put the book in a basket along with paper and markers to stimulate children to create their own signs.

Additional Benchmarks: 3.5 Understands that print conveys a message
3.7 Identifies letters and signs in the environment
5.9 Uses language to problem-solve

Book #2: *Who Sank the Boat* by Pamela Allen, author and illustrator

First Reading of *Who Sank the Boat?*

- Prepare to read the book, *Who Sank the Boat?*
- 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 predict who sank the boat. Say, "Let's read and find out."
- 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, "Were your predictions correct? Who sank the boat?" "Why do you think the little mouse sank the boat?"

Second Reading of *Who Sank the Boat?*

- 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 the pages and inviting children to tell you what happens when each animal gets in the boat.
- Call attention to the boat as it sinks lower and lower into the water as more animals get in.
- Ask children what unsafe things the animals did. (No life jackets, too many people in the boat, the mouse jumped in the boat)
- Discuss with children that you step into a boat, that you always wear a life jacket, and that you stay seated when the boat is moving.

Additional Benchmark: 3.31 Shows awareness of safe behavior

Third Reading of *Who Sank the Boat?*

- Invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book.
- Invite children to join in the reading, especially when you read, "Who sank the boat?"
- Follow up the third reading by rereading the pages with rhyming words, pausing and allowing children to fill in the missing words. For example, read
Was it the cow
who almost fell in,
when she tilted the boat
and made such a _____?(din)
- Read all of the pages with rhyming words, following the technique just described

Teacher Note: Explain to children that din means noise.

Teacher Note: This strategy of pausing for children to fill in the missing word is called the cloze technique.

Book #3: *Five Little Monkeys Wash the Car* by Eileen Christelow, author and illustrator

First Reading of *Five Little Monkeys Wash the 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 cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking questions such as, “What was your favorite part of the story?” “Why did Mama want to sell the car?” “What did the monkeys do to the car?”

Second Reading of *Five Little Monkeys Wash the 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 asking children questions such as, “How did the car get in the brown swampy lake?” “What did the monkeys do when they saw the crocodiles?” “Why do you think the monkeys didn’t want to get out of the car when the crocodiles asked them to help push?” “How did the monkeys finally get rid of the car?” “What kind of car did they get to replace the one they sold to the crocodiles?” Invite children to discuss personal experiences with convertibles.

Third Reading of *Five Little Monkeys Wash the Car*

- Prepare to read the book, *Five Little Monkeys Wash the Car*
- Show the cover and invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book
- Invite children to help you read the story. Pause and allow the children to fill in the rhyming words. For example, on the first page:
The five little monkeys,
and Mama can never drive far
in that rickety, rattletrap
wreck of a _____ (car)

Teacher Note: This strategy of pausing and allowing the children to fill in the missing word is called the cloze technique

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

First Reading of *Curious George Rides a Bike*

- Prepare to read the book, *Curious George Rides a Bike*, with the children.
- Show the cover and give the title and illustrator.
- Recall with the children that they have recently read this book.
- Invite them to recall what they remember about the story.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages where George is showing unsafe behavior.
- Read pages 8 and 9 and ask if this is safe or unsafe behavior and why.
- Recall that the man told George to stay close to the house while he was gone. Say, “Let’s see what George did.” Show pages 10 and 11 and say, “George went out into the street. Was this safe or unsafe?”
- Show and read pages 19 through 22 and ask children if this was being safe or unsafe.
- Invite children to discuss some things George could have done to be safe.

Additional Benchmarks: 3.31 Shows awareness of safe behavior
5.9 Participates in group discussion
5.9 Uses language to problem solve



Additional Books

City Signs by Zoran Milich

Mr. Gumpy's Outing by John Burningham

Red Light, Green Light by Margaret Wise Brown, illustrated by Leonard Weisgard



Language Materials and Activities

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

Storytelling Figures: *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.

Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

5.5 Participates in songs, finger plays, rhyming activities and games

Five Little Monkeys

(Make appropriate motions and facial expressions)

Five little monkeys
Washing the car.
Yuk! It's so icky,
It's sticky and slimy!
Yes, it needs washing
Because it's so grimy.

Five little monkeys
Washing the car.
They rubbed it and rubbed it.
They scrubbed it and scrubbed it.
And sprayed it with a hose.
And now the car glows!

Five little monkeys
They washed the car.
Now it's not icky
Nor sticky and slimy.
It doesn't need washing
Because it's not grimy.

Red Says Stop

Red says STOP!
And green says GO.
Yellow says WAIT;
You'd better go slow!

Teasing Mr. Crocodile

Five little monkeys sitting in a tree (hold up five fingers)
Teasing Mr. Crocodile,
"You can't catch me! You can't catch me!"

Along came Mr. Crocodile, quiet as can be.
Chomp! (put elbows together & clap hands together,
making the motion of crocodile's jaws
snapping shut)

Additional verses as with **Five Little Monkeys:**

Four little monkeys....
Three little monkeys....
Three little monkeys....
Two little monkeys...
One little monkey...

Teacher Note: Make five (felt or magnetic) monkeys, a tree and a crocodile. Place the tree on the felt or magnetic board and the monkeys on the tree. Place the crocodile below the tree. Remove one monkey as each verse is recited.

This Is the Way

(Invite children to add motions to the finger play)

This is the way we get in the car,
Get in the car, get in the car,
This is the way we get in the car,
We're going for a ride.

This is the way we buckle our seatbelts,
Buckle our seatbelts, buckle our seatbelts.
This the way we buckle our seatbelts,
We're going for a ride.

This is the way we turn on the key,
Turn on the key, turn on the key.
This is the way we turn on the key,
We're going for a ride.

This is the way we drive the car,
Drive the car, drive the car.
This is the way we drive the car,
We're going for a ride.

This is the way we put on the brakes,
Put on the brakes, put on the brakes.
This is the way we put on the brakes,
We're going for a ride.

This is the way we turn the corner,
Turn the corner, turn the corner.
This is the way we turn the corner,
We're going for a drive.

This is the way we stop at the light,
Stop at the light, stop at the light.
This is the way we stop at the light,
We're going for a ride.

This is the way we drive back home,
Drive back home, drive back home.
This is the way we drive back home.
We've been out for a ride.

Teacher Note: Invite children to suggest other things to do on a ride and sing about those.

Benchmarks: 3.5 Understands that print conveys a message
3.31 Shows awareness of safe behavior
5.8 Participates in group discussion
5.9 Uses language to problem solve

Activity: Tricycle Safety Chart

- Gather children in a group.
- Explain that they are going to help develop Tricycle Safety rules.
- Involve children in discussing safe and unsafe ways to ride the tricycle.
- Help children state safety rules positively. You may need to help them reword negative statements such as “Don’t stand up on the tricycle” or “Don’t run into somebody.”
- Record rules on chart paper, marker or chalkboard.
- Invite children to read the rules back with you.
- Copy rules on 8 ½ x 11 sheet of paper, one copy per child.
- Invite each child to illustrate his or her copy.
- Send home a copy of the rules and suggest to parents that they ask their child to “read” and discuss the safety rules with you.

Example of Chart:

Tricycle Safety
<ul style="list-style-type: none">• Keep hands on the handlebars• Ride facing forward• Stay seated• Stay on tricycle path• Only one person can ride on a tricycle

Teacher Note: Discuss with children that there are fewer tricycles than children, so everyone cannot ride at the same time. Ask children how they can make sure everyone has an opportunity to ride. Guide children to discuss taking turns with the tricycles. Suggest that they ask riders to let them know when they are ready to let someone else have a turn riding the tricycle. Give children the words to use. For example, “Isaac, when you’re through riding the tricycle, please give me a turn.”

Additional Benchmark: 1.18 Shares, respects the rights of others
1.21 Becomes involved in solving social problems (conflicts)



**Science /
Discovery
and Math**

Benchmarks: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity: How Tall Are You?

- Discuss with children that when you get a drivers license, you have to know how tall you are.
- Measure each child's height and record it on a sheet of paper.
- Help children add their height to their drivers license

Activity: How Much Do I Weigh?

- Discuss with children that when you get a drivers license, they sometimes want to know how much you weigh.
- Weigh each child and record the weight on a sheet of paper.
- Help children add their weight to their drivers license

Activity: What Color Are My Eyes?

- Discuss with children that when you get a drivers license, they want to know the color of your eyes.
- Create a chart to graph eye color of the children in the classroom.
- Bring a hand-held mirror to group time and have each child look in the mirror and say color of eyes.

Our Eye Color

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Brown	Green	Blue

- Write a summary story.

Our Eye Color

Five children have brown eyes. Three children have green eyes. Four children have blue eyes.

Activity: What Color Is My Hair?

- Discuss with children that when you get a drivers licenses, they want to know the color of your hair.
- Create a chart to graph hair color of the children in the classroom.
- Bring a hand-held mirror to group time and have each child look in the mirror and say color of hair.

Our Hair Color

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Brown	Black	Blonde

- Write a summary story

Our Hair Color

Five children have brown hair. Three children have black hair. Four children have blonde hair.

Benchmarks: 3.11 Classifies objects conceptually (things that go together)

3.22 Makes comparisons (scientific process: comparing)

3.26 Identifies self as a boy or girl

Activity: How Many Boys and How Many Girls

- Ask a boy to start one line and a girl to start another line. State that this line is for boys and this one is for girls.
- Invite children to stand in correct line.
- Involve children in counting the number of boys in one line and the number of girls in the other.
- Discuss with children which line has the most and which has the least.
- Write a summary story of the experience

Our Class

We have eight girls in our class. We have twelve boys in our class. There are more boys than girls in our class.

Benchmarks: 3.5 Understand that print conveys a message

3.7 Identifies letters and signs in the environment

3.10 Classifies objects by physical features such as shape or color

Activity: Shapes and Colors of Signs

- Have a collection of traffic signs.
- Discuss with children what the signs say and mean and where you might see them.
- Invite the children to identify the color and shape of each sign. You may have to introduce the octagon shape to the children.



Movement/
Physical
Education

Benchmark: 3.17 Shows understanding of different relationships of objects in space (spatial relations)
4.12 Shows balance and coordination

Activity: Driving Test for Driver's License

- Prepare a drivers license for each child.
- Invite each child to draw a self-portrait (face only) in a boxed area on ½ sheet of cardstock.
- Involve children in supplying the information to go on the license: First name, age and color of eyes and hair, for example. **(Note: Would not include identifying information such as last name, date of birth and address)** Allow the child to select five or six numbers to go on the license. Leave a space for children to sign their license.
- Create an obstacle course on the playground for children to steer tricycle through. Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Explain to children that this is the driving test for getting their driver's license.
- Invite children, one at a time, to steer their tricycles through the course.
- Award them their driver's license when they have successfully driven through the course. Explain that safe drivers get driver's licenses.
- Invite children to sign their individual license.
- Laminate or cover the license with clear self-adhesive paper for durability.

Teacher Note: Consider using the licenses for transition activities.

Self-Portrait	Arkansas Driver's License
	License Number _____
	Name _____ Age _____ Male _____ Female _____
	Color of Hair: _____ Color of Eyes: _____
	Height _____ Weight _____
	_____ Signature

Additional Benchmark: 3.26 Identifies self as a boy or girl

Activity: Green Light, Red Light

- Discuss with children how traffic lights work and what the signals mean. Emphasize that the green light means "go" and the red light means "stop."
- Explain to children what they will play a game called "Green Light, Red Light."
- Have children form a line standing next to each other.
- Stand in front of the line, facing the children. Stand far enough away so children have room to move toward you.
- Call out "green light" and the children move toward you.
- Call out "red light" and the children stop.
- Continue the game as long as children remain interested.

Teacher Note: This game can be played either indoors or outdoors.

Teacher Note: Vary the game by having red and green circles mounted on craft sticks. Explain to children that they will watch you to know what to do. Hold up the circles, one at a time, just as you did when you gave verbal commands.



Learning Centers

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

Art Center

Activity: Build a Vehicle

- Assemble a Build a Vehicle Art Box. In it include small boxes, paper shapes of different sizes (circles, squares, triangles, for example), small craft sticks, pieces of cardboard, chenille stems. Label the box: **Build a Vehicle** and include on the label pictures of different vehicles such as cars and trucks. Introduce the box to children and explain that the box will be in the art center all week and that they can work on their vehicle over several days if they chose to. 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 vehicles.

Activity: Paint a Vehicle

- Involve children in creating a vehicle from a large appliance box. Invite children to help you decide what type of vehicle it is and where to put the windows and doors.
- Remove one of the long panels of the box. Adult cuts out windows. Cut the door, leaving one side attached to the box.
- Involve children in selecting the colors of tempera paint to use. Provide the paint and brushes and invite children to paint the vehicle.

Teacher Note: This activity can be done inside or outside. Add the vehicle to the block center or take it outdoors. This activity can take place over several days.

Teacher Note: Read the book, *Five Little Monkeys Wash the Car* before introducing this activity. Discuss with the children the colors of paint the monkeys used. Call attention to some of the designs they painted on the car.

Block Center

- Add a variety of wheeled vehicles
- Add traffic signs, either purchased or teacher-made
- Add a basket with the book, *I Read Signs*, strips of paper. shapes (circles, squares, rectangles, and octagons, markers
- Add the auto repair shop/garage/car wash prop box

Library/Book Corner

- Add books about travel safety and taking care of vehicles
- Add pictures that show vehicles and people traveling in vehicles. Laminate or cover with clear self-adhesive paper for durability
- Add felt or magnetic board and storytelling figures for the story, *Who Sank the Boat?*

Benchmarks: 2.1 Shows creativity and imagination in play with materials and props

Home Living/Dramatic Play

- Add props for garage/repair shop/car wash, especially the coveralls.
- Share the props with the block center.

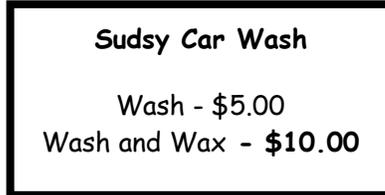
Activity: Painting Tricycles (Outdoors)

- Put water in a bucket. Explain to children that this is paint for their tricycles.
- Add a couple of paintbrushes and the “paint” bucket to the playground.
- Label the bucket: Tricycle Paint. Laminate or cover the label with clear tape.

Activity: Car Wash (Outdoors)

- Gather props for a car wash: bucket, sponges, scrub brushes, old towels.
- Involve children in adding water and liquid detergent to the bucket to make soapy water.
- Invite children to wash their tricycles and wagons.

Teacher Note: Involve children in making a sign for the car wash. Invite them to name the car wash and set the prices. Post the sign near the action.



Additional Benchmark: 3.5 Understands that print conveys a message

Benchmark: 4.6 Coordinates eye and hand movements to complete tasks

Manipulatives

- Add transportation and safety puzzles

Water table or tub

- Add vinyl or plastic vehicles that are washable, small sponges, cloths.
- Add a small amount of liquid detergent to the water.

Sand table or tub

- Add small vehicles and traffic signs.

Science/Discovery

- Shapes and Colors of Signs

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: 3.7 Identifies letters and signs in the environment

Activity: Whose Driver's License Is This?

- Collect all of the children's driver's licenses which they made.
- Show a license and ask, "Whose driver's license is this?"
- Children recognize their license and transition to the next activity.

	<p>Benchmarks: 3.31 Shows awareness of safe behavior 5.9 Uses language to problem-solve</p> <p>Activity: Name a Travel Safety Rule</p> <ul style="list-style-type: none"> • Show a child’s driver’s license and child recognizes it. • State a situation and ask the child to state a safety rule, then transition to the next activity. Examples include • Mark, what should you do when you first get into the car to come to school? (Sit in safety seat, buckle seat belt, for example) • Alexandra, what should you do before you cross the street? (Child may say wait for an adult or look both ways, for example) • Juan, you’re riding a tricycle on the playground. How can you be safe? (Stay on tricycle path, don’t bump into someone, only one person on the tricycle, are examples) • Arianna, what should you do when you get on a boat? (Wear life jacket, stay seated when boat is moving are examples) <hr/> <p>Benchmark: 3.7 Identifies letters and signs in the environment</p> <p>Activity: Traffic Signs</p> <ul style="list-style-type: none"> • Make 3 or 4 basic traffic signs that children will recognize. Mount on craft sticks. • Show one of the signs at a time and ask a child to identify the sign and move to the next activity.
 <p><u>Family Activities</u></p>	<p>Send home a note to parents stating for the next few days, the children will be learning about travel safety and taking care of vehicles. Suggest some ways families can be involved in the topic of study:</p> <ul style="list-style-type: none"> • Include the titles and authors of some of the children’s books about travel safety and taking care of vehicles. Suggest that they look for these books in the local library, check them out and read them with their child. • Suggest that families look for traffic signs with their child and discuss what the sign means. They can do this when they are driving in the community or walking in their neighborhood. • Suggest that families discuss pedestrian safety with their child. Send home a note advising parents of the topic and ask them to help their child learn about safety rules in the neighborhood.