

 <p><u>Big Ideas</u></p>	<p>Here are some big ideas about construction and community helper vehicles that you can help toddlers explore:</p> <ul style="list-style-type: none"> ➤ Construction workers drive big vehicles for their work. ➤ Community helpers drive special vehicles for their work.
 <p><u>Materials to Collect and Make</u></p>	<p><u>Featured Books</u></p> <p><i>I Spy Little Wheels</i> by Jean Marzollo, photographs by Walter Wick (BB)</p> <p>Key: (BB) – Available in Board Book only (+BB) – Also available in Board Book</p> <p>Note: See the Book List section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.</p> <p><u>Book to Make</u></p> <ul style="list-style-type: none"> • <i>Vehicles for Construction Workers</i> (See Attachment: Vehicles for Construction Workers) • <i>Vehicles for Community Helpers</i> (See Attachment: Vehicles for Community Helpers) <p><u>Additional Materials</u></p> <ul style="list-style-type: none"> • Pictures of vehicles driven by construction workers and by community helpers • Toy vehicles driven by construction workers and by community helpers: dump trucks, bulldozers, front-end loaders, cement mixer truck, pickup trucks • Two containers, one larger than the other for sorting large and small vehicles • Bubble wrap, corrugated cardboard, sand paper
 <p><u>Book List</u></p> <p>*Featured Books</p>	<p><i>*I Spy Little Wheels</i> by Jean Marzollo, photographs by Walter Wick</p> <p><i>Can You See What I See? Trucks & Cars</i> by Walter Wick</p> <p><i>Digger Man</i> by Andrea Zimmerman & David Clemesha</p> <p><i>Fire Engines</i> by Anne Rockwell</p>



Reading Books with Toddlers

Note: Review the section in **Curriculum Tips and Techniques** on Reading Books with Children, for suggestions on how to use books with children.

Benchmarks: 4.4.C Communicates through language
4.5.C Shows enjoyment of books and stories

Book: *Vehicles for Construction Workers* (See Attachment: [Vehicles for Construction Workers](#))

First Reading of *Vehicles for Construction Workers* (YT & OT)

- Take the book to the library area and begin to sing, "This is the way we dig up the dirt, dig up the dirt, dig up the dirt."
- Show cover of the book and invite children to name the construction vehicles they know. Encourage their comments about the vehicles.
- Read each page, allowing time for children to look at the pictures and add their comments.
- Follow up by showing each page and inviting children to name the vehicle on the page.

Second Reading of *Vehicles for Construction Workers*

- Take the book to the library area and begin to sing, "This is the way we dump the dirt, dump the dirt, dump the dirt."
- Show cover of the book and invite children to name the construction vehicles.
- Read each page, allowing time for children to look at the pictures and add their comments.
- Follow up by involving the children in answering the question in the story, "Which would you like to drive?" Show the cover (or last page) with all of the vehicles and ask each child in turn which he or she would like to drive.

Additional Benchmark: 1.4.C Asserts independence

Note: *Know your families. If some of them are in construction and drive any of the vehicles mentioned in the book, incorporate this into the story.*

Note: *Some children may say they would like to drive all of the vehicles. Accept this.*

Book: *Vehicles for Community Helpers* (See Attachment: [Vehicles for Community Helpers](#))

First Reading of *Vehicles for Community Helpers* (YT & OT)

- Take the book to the library area and begin to say, "Five Red Fire Engines", (p.6). Include in the rhyme the names of the children who join you in the area.
- Show cover of the book and invite children to name the vehicles they know. Encourage their comments about the vehicles.
- Read each page, allowing time for children to look at the pictures and add their comments.
- Follow up by showing each page and inviting children to name the vehicle on the page.

Second Reading of *Vehicles for Community Helpers*

- Take the book to the library area and begin to say the following:

As I was walking down the street,
Down the street, down the street.
A big garbage truck I happened to meet.
Hi ho, hi ho, hi ho.

- Show cover of the book and invite children to name the vehicles. Encourage their comments about the vehicles.
- Read each page, allowing time for children to look at the vehicles and add their comments.
- Follow up by involving the children in answering the question in the book “Which would you like to drive?” Show the cover (or last page) and ask each child in turn which he or she would like to drive.

Additional Benchmark: 1.4.C Asserts independence

Note: *Know your families. If any of them are community helpers and drive any of the vehicles mentioned in the book, incorporate this information into the story.*

Note: *Some children may say they would like to drive all of the vehicles. Accept this.*

Book: *I Spy Little Wheels* by Jean Marzollo, photographs by Walter Wick

First Reading of *I Spy Little Wheels* (YT & OT)

- Invite from one to three children to join you as you read the book together.
- Show the cover and read the title.
- Read the words on each page and invite children to locate the objects described.
- Call special attention to the vehicles included in the three **On the Go** topics: dump truck, red fire truck, train, bike, airplane, police car, truck, motorcycle, grocery cart and cement truck.
- Explain to children that the book will be in the library area if any of them want to look at it later.

Note: *This book has vehicles from all three topics in this Focus Area: Toys and Ride-on Vehicles with Wheels, Going Places and Construction and Community Helper Vehicles.*



Language and Cognitive Materials and Experiences

Benchmark: 4.4.C Communicates through language

As I Was Walking

As I was walking down the street, (make up and down walking motions with hands)
 Down the street, down the street.
 A big dump truck I happened to meet.
 Hi ho, hi ho, hi ho. (clap hands to the beat of “hi ho, hi ho, hi ho.”)

As I was walking down the street, (make up and down walking motions with hands)
 Down the street, down the street.
 A big cement truck I happened to meet.
 Hi ho, hi ho, hi ho. (clap hands to the beat of “hi ho, hi ho, hi ho.”)

As I Was Driving

As I was driving down the street, (pretend to drive a vehicle)
 Down the street, down the street.
 An ambulance I happened to meet.
 Hi ho, hi ho, hi ho. (clap hands to the beat of “hi ho, hi ho, hi ho”)

As I was driving down the street, (pretend to drive a vehicle)
 Down the street, down the street.
 A red fire truck I happened to meet.
 Hi ho, hi ho, hi ho. (clap hands to beat of "hi ho, hi ho, hi ho")

A fast police car.....

A slow mail truck....

An emergency vehicle...

A big garbage truck....

Scooping and Dumping the Dirt

(Sing to tune of "Here We Go 'Round the Mulberry Bush")

This is the way we scoop up the dirt (make scooping motion with hand)
 Scoop up the dirt, scoop up the dirt
 This is the way we scoop up the dirt
 Early in the morning.

This is the way we dump the dirt, (flip hand back as though dumping dirt)
 Dump the dirt, dump the dirt.
 This is the way we dump the dirt,
 Early in the morning.

Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
6.3.C Develops strategies for solving problems

Planned Experience: Sort Big and Small Vehicles (YT & OT)

Materials: two containers, one larger than the other, two picture labels and a collection of small and large vehicles

How to begin:

- Make a picture label of a large vehicle and place it on the larger of the two containers and a picture of a small vehicle and place it on the smaller of the two containers.
- Sit the containers and the vehicles on a table or on the floor in an area that is out of the flow of traffic.
- Allow children to play with the vehicles.
- Observe to see if they put the vehicles in the containers, especially if they sort them by small and large.
- Say to children, "These vehicles are all mixed up. Can you put the large (or big) ones in this container and the small (or little) ones in this container" as you show the labels on each container.

Planned Experience: Name This Vehicle (YT & OT)

Materials: large pictures of vehicles driven by construction workers and community helpers, letter size file folder, plastic page protector

How to begin:

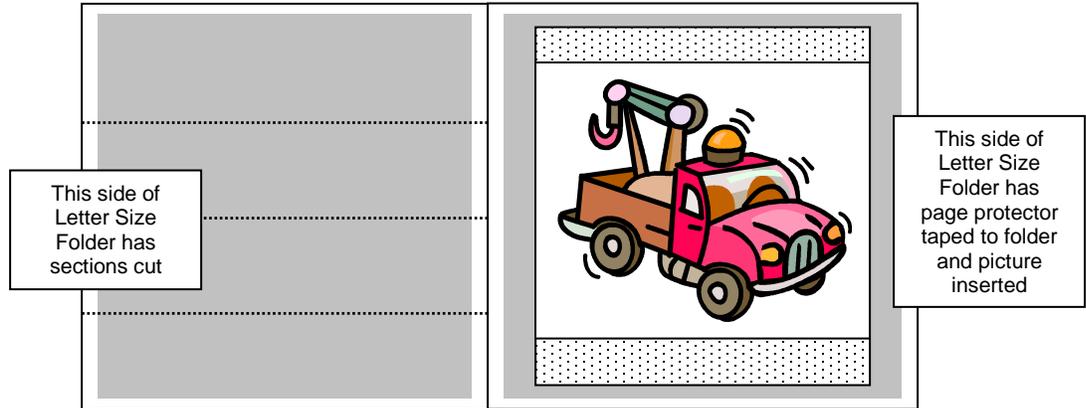
- Tape the back of a clean plastic page protector to the inside of the folder.
- Cut the cover of the folder into strips that are 3" by 4" wide. Cut from the edge of the

cover to the center fold.

- Insert an 8 ½ x 11 inch picture into the page protector and close the folder.
- Invite one or two children to join you in looking at the “surprise” picture.
- Fold back one strip at a time to reveal a part of the picture and invite children to predict what it is.
- Continue folding back one strip at a time until the entire picture is revealed. If children have not figured out what the picture is, say “Surprise!” as you fold back the last strip.

Extensions:

- Allow all children who are interested a turn with this experience.
- Change out the pictures in the plastic page protector to keep children interested.



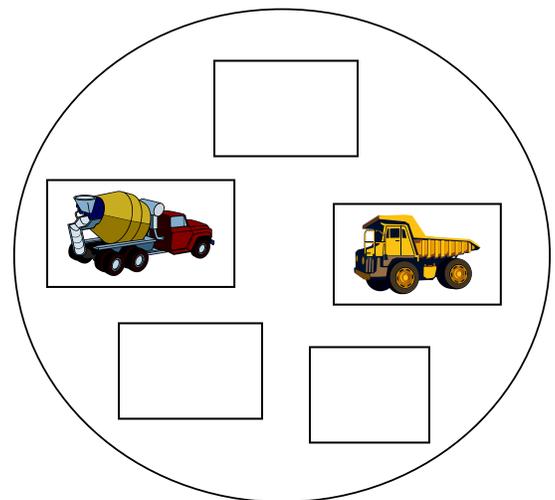
Benchmarks: 4.3.C Responds to verbal and non-verbal communication
4.4.C Communicates through language

Planned Experience: Can You Name It – Lazy Susan (YT & OT)

Materials: Plastic lazy Susan spice rack, paper, clear self-adhesive paper, five or six pictures related to vehicles for construction workers and community helpers

How to begin:

- Cut out a circle of paper that will fit inside the lazy Susan.
- Use tape on the back of the construction vehicles to secure them to outer edges of the circle. Space the pictures so there is equal distance between them.
- Cut out a piece of self-adhesive paper and place over the pictures for durability.
- Use tape on back of the circle to secure it to the lazy Susan.
- Place the lazy Susan in front of a young toddler and allow him to experiment with it.
- Show him how to turn it if he does not discover this on his own.
- When the lazy Susan stops turning, point to the picture appearing upright and say to the



younger toddler, "Phillip, can you show me the dump truck?" For the older toddler, ask, "Can you tell what is in that picture?" and invite child to tell you something about each of the vehicles.

- Repeat this activity so that toddler can identify all of the pictures.

Extensions:

- Use the same procedure to create a circle of vehicles for community helpers and involve young toddlers in identifying the pictures in the circle.
- Vary the activity by asking children to name the vehicles in the circle.
- Involve older toddlers in telling you something about each of the vehicles.

Benchmark: 4.4.C Communicates through language

Planned Experience: Vehicle Shoebox Kit (OT)

Materials: Vehicle shoebox kit from Topic 1: Toys and Ride-on Vehicles with Wheels (p. 4), and Topic 2: Going Places, additional felt figures of vehicles such as fire truck, ambulance, tow truck, police car, mail truck, garbage truck, cement truck, bulldozer, backhoe, dump truck

How to begin:

- Make additional felt figures of vehicles and add to the shoebox.
- Place the kit in the library area.
- Observe to see if children notice, play with and name the vehicles that have been added.

Note: Consider removing some of the original vehicles if there seems to be too many for the children to play with.

Note: If children seem interested in this experience, make two or three shoebox kits and divide the felt figures between the kits.



**Self, Social
and
Emotional
Experiences**

**Benchmarks: 1.2.C Becomes aware of self as a unique individual
6.1.C Gains an understanding of basic concepts and relationships**

Planned Experience: Five Red Fire Trucks (YT &OT)

Materials: pictures of fire trucks, felt or magnetic board

How to begin:

- Have pictures of fire trucks. Laminate or cover with clear self-adhesive paper and place either a strip of magnetic tape or felt on the back of each one.
- Place the pictures on a felt or magnetic board and remove them one by one as you say the following rhyme:

Five Red Fire Trucks

Five red fire trucks
All in a row.

(Child's name) jumped in one
And away he did go.

(point to child)
(remove one fire truck from the board)

	<p>Four red fire trucks All in a row. (Child's name) jumped in one (point to child) And away she did go. (remove one fire truck from the board)</p> <p>Three red fire trucks....</p> <p>Two red fire trucks....</p> <p>One red fire truck....</p> <p>No red fire trucks All in a row. No one to jump in one And nowhere to go.</p> <p>Extension:</p> <ul style="list-style-type: none"> • Have pictures of other community helper vehicles or construction vehicles. Insert the names of these vehicles for "fire truck" in the rhyme. • Allow each child in the group to remove a vehicle as his or name is called. <p>Note: <i>If more than five children are in the group increase the number of fire trucks or other vehicles to match the number of children. Make sure each child has a turn.</i></p>
 <p><u>Sensory and Art Materials and Experiences</u></p>	<p>Benchmarks: 5.2.C Develops fine motor skills 6.1.C Gains an understanding of basic concepts and relationships 6.2.C Applies knowledge to new situations 6.3.C Develops strategies for solving problems</p> <p>Planned Experience: Fingerpainting (YT & OT)</p> <p>Materials: old plastic tablecloth or newspaper, white paper, masking tape, red and yellow fingerpaint. See following insert for fingerpaint recipes.</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Cover a table with plastic tablecloth or newspaper. • Tape a piece of white paper to the covered work surface. • Assist a child in dropping a puddle of paint in the middle of a piece of paper. • Invite the child to use fingers and hands to spread the paint around. • Place the fingerpainting on an open sheet of newspaper to transfer to a drying area and allow it to dry completely. <p>Extension:</p> <ul style="list-style-type: none"> • Start with one color such as red and say to the children, "This is red paint. It's the color of a fire truck." Then assist child to drop yellow fingerpaint into the red, saying "This is yellow paint. It's the color of..." (name a yellow construction vehicle, for example). • Observe as the two colors are mixed. Does the child notice the change in color? <p>Note: <i>Have children wear a paint smock or shirt to protect clothing.</i></p> <p>Note: <i>Plan ahead for washing and drying children's hands and arms after fingerpainting.</i></p> <p>Note: <i>Encourage children who hesitate to cover their hands with paint to explore the paint with their fingertips first.</i></p>

Fingerpaint Recipes

Pre-Mixed Liquid Starch and Tempera Paint

Premix ½ cup liquid starch and ½ cup liquid tempera paint in a cup.
Spoon the mixture onto the paper.

Child-made Fingerpaint

Pour a puddle of liquid starch on a piece of paper.
Squirt one or two tablespoons of liquid tempera paint onto the puddle of starch.
Encourage the child to mix the paint with his or her hands and to fingerpaint with it.

Easy Clean-up Fingerpaint

Mix ¼ cup tempera paint with 1/8 cup liquid soap.
Spoon mixture onto a piece of paper for fingerpainting.

Note: Recipes for fingerpaint adapted from *First Art – Art Experiences for Toddlers and Twos* by MaryAnn F. Kohl with Renee Ramsey and Dana Bowman, illustrated by Katy Dobbs, published by Gryphon House, Inc., Beltsville, MD (2002)

Benchmarks: 5.2.C Develops fine motor skills
6.1.C Gains an understanding of basic concepts and relationships

Planned Experience: On the Go Mural (continued) (YT & OT)

Materials: Pictures of construction and community helper vehicles, glue, small craft sticks for spreading glue

How to begin:

- Remove the mural from the wall and place it on the art table.
- Place the container with pictures for this topic, Construction and Community Helper Vehicles, on the table.
- Invite children to glue pictures of the vehicles to the mural.
- Reattach the mural to the wall.
- Invite a child to join you and point to various vehicles as you name them. Or ask a child to name the vehicles on the mural. Encourage verbal children to talk about the pictures.

Benchmarks: 5.1.C Develops fine motor skills
6.1.C Gains an understanding of basic concepts and relationships
6.3.C Develops strategies for solving problems

Planned Experience: Bubble Wrap Road (YT & OT)

Materials: strips of bubble wrap, small construction and/or community helper vehicles

How to begin:

- Place the bubble wrap on the floor in the block area.
- Add the vehicles.
- Observe children to see if they roll the vehicles over the bubble wrap and if they make any comments about the experience.
- Invite children to touch the bubble wrap with their fingers and to touch the regular floor covering. Make comments such as, "This bubble wrap feels all bumpy and the floor is smooth."

	<p>Extension:</p> <ul style="list-style-type: none"> • Add other surfaces such as a large strip of corrugated cardboard or a large piece of sand paper.
 <p><u>Movement, Music and Gross Motor Experiences</u></p>	<p>Benchmark: 5.1.C Develops gross motor skills</p> <p>Planned Experience: Driving to Work (YT & OT)</p> <p>Materials: colored chalk and small construction worker and community helper vehicles</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Use colored chalk to draw roadways on the sidewalk. • Provide vehicles for children to drive on the roadways. • Suggest that children drive their vehicles to work. <p>Note: <i>Draw the roadways out of the path of ride-on wheeled toys and other active play.</i></p> <p>Note: <i>If no sidewalk is available on the playground, take out an old plastic or vinyl tablecloth on which you have drawn roadways. Place it and the vehicles in a protected area of the playground so that it is out of the path of other activities.</i></p>
 <p><u>Transition Times</u></p>	<p>Tell Me</p> <ul style="list-style-type: none"> • Place small toy construction vehicles in the pocket of your apron or smock. • Invite a child to pull a vehicle out of the pocket, name the vehicle and tell you something about it. Child then transitions to the next experience. <p>Riding in My Fire Truck</p> <ul style="list-style-type: none"> • Place pictures of fire trucks, one per child, on felt or magnetic board. • Begin to say the rhyme, “Five Red Fire Trucks”, changing the number to the number of children in the group. Use a child’s name in each verse, counting down to zero. • Remove a fire truck from the board as the child transitions to the next experience. • Continue until all children have transitioned to the next experience. <p>Name the Vehicle</p> <ul style="list-style-type: none"> • Place pictures of vehicles used by construction workers and community helpers on a felt or magnetic board. • Invite children, one at a time, to select a vehicle from the board, name it and transition to the next experience. <p>Note: <i>Adapt other finger plays previously listed as transitions to move children from one activity or place to another.</i></p>
 <p><u>Family Experiences</u></p>	<p>Here are some ways to involve families in this toddler topic:</p> <ul style="list-style-type: none"> • Ask families to collect and bring to you pictures of vehicles driven by construction workers and by community helpers. Give them a list of the vehicles that the children will be learning about. If any of your families are in construction or are community helpers, ask them to take pictures of some of their vehicles to share with the children.