

 <p><u>Big Ideas</u></p>	<p>Here are some big ideas about going places that you can help toddlers explore:</p> <ul style="list-style-type: none"> ➤ We can go places in cars and trucks. ➤ We can go places in SUVs, vans and buses. ➤ We can go places in boats. ➤ We can go places in airplanes and on trains
 <p><u>Materials to Collect and Make</u></p>	<p><u>Featured Books</u></p> <p><i>The Wheels on the Bus</i> illustrated by Annie Kubler (BB) <i>My Car</i> by Byron Barton (+BB) <i>Who Sank the Boat?</i> by Pamela Allen <i>Flying</i> by Donald Crews</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>Storytelling Figures</u></p> <ul style="list-style-type: none"> • Storytelling figures (felt or magnetic) for the book, <i>Who Sank the Boat?</i> by Pamela Allen (See Attachment Who Sank the Boat?) <p><u>Additional Materials</u></p> <ul style="list-style-type: none"> • Small vehicles • Bubble wrap • Push toys • Pictures of cars, trucks, SUVs, vans, buses, boats, airplanes, trains • Automobile and truck magazines • Advertising materials from auto dealers • Vehicle Shoebox Kit
 <p><u>Book List</u></p> <p>*Featured Books</p>	<p>*<i>The Wheels on the Bus</i> illustrated by Annie Kubler</p> <p>*<i>My Car</i> by Byron Barton</p> <p>*<i>Who Sank the Boat?</i> by Pamela Allen</p> <p>*<i>Flying</i> by Donald Crews</p> <p><i>Can You See What I See? Trucks & Cars</i> by Walter Wick</p> <p><i>Cars</i> by Anne Rockwell</p> <p><i>Down by the Station</i> illustrated by Jess Stockham</p>

	<p><i>I Spy Little Vehicles</i> by Jean Marzollo, photographs by Walter Wick</p> <p><i>Row, Row, Row Your Boat</i> illustrated by Annie Kubler</p> <p><i>School Bus</i> by Donald Crews</p> <p><i>The Wheels on the Bus</i> by Raffi, illustrated by Sylvie Kantorvitz Wickstrom</p>
 <p><u>Reading Books with Toddlers</u></p>	<p>Note: Review the section in Curriculum Tips and Techniques on Reading Books with Children, for suggestions on how to use books with children.</p> <p>Benchmarks: 4.4.C Communicates through language 4.5.C Shows enjoyment of books and stories</p> <p>Book: <i>My Car</i> by Byron Barton</p> <p>First Reading of <i>My Car</i> (YT & OT)</p> <ul style="list-style-type: none"> • Take the book and a collection of small cars in a container to the library area and say, "I'm going to read a book about a car." • Invite the children who join you to select a car from the container and play with it. • Call attention to features of the car such as its color and the wheels. • Collect the cars and put them out of the sight of the children. Explain that they will be able to play with them after reading a book about a car. • Show the cover and read the title. • Ask children who they think is in the car. Respond to their answers. For example, if they say, "A man" is in the car, say, "Yes, a man is in the car. Let's see what the man's name is." • Read the first page and say, "The man's name is Sam." • Continue to read the story, showing the illustrations and encouraging children's comments. • Respond to their comments. For example, if they saw the car is broken when they see the page with the many parts of the car, agree that it does seem broken and say, "I wonder if it can be put back together." • Follow up by showing the pages in which the children really seem to be interested and inviting children to talk about what they see. • Bring back the container with the cars and allow children to play with them. • Explain to children that the cars will be in the block area. <hr/> <p>Second Reading of <i>My Car</i></p> <ul style="list-style-type: none"> • Take the book to the library area and begin to sing "This is the way I drive my car" as you pretend to drive a car. • Show the cover and read the title. • Ask children if they remember the name of the man who owns the car. Respond to what they say. For example, "Yes, his name is Sam" or "Let's read the story and see what the man's name is." • Continue to read the story, showing the illustrations and encouraging children's comments. • Follow up by showing children selected pages which you feel the children understand. Invite them to complete the sentence on the page. For example, read "I am ____." "This is my ____." "I love my ____." "I keep my car ____." • Allow children to describe what is happening on pages where Sam is changing the oil and filling the tank, for example.

Book: *The Wheels on the Bus* illustrated by Annie Kubler

First Reading of *The Wheels on the Bus* (YT & OT)

- Take the book to the library area as you begin to sing, "The Wheels on the Bus."
- Show the cover of the book to the children who join you and say, "We're going to read a book about the wheels on the bus."
- Read the title.
- Invite children to look at the cover and tell you what they see. What animals do they see? Who do they see on the bus?
- Show the title page and invite children to look at all of the people and the animals who are waiting for the bus.
- Read or sing the story with the children.
- Follow up the reading by showing each page and inviting children to talk about who is running to catch the bus. Accept their comments.

Second Reading of *The Wheels on the Bus*

- Take the book to the library area as you begin to sing, "The Wheels on the Bus." Invite children to sing along with you.
- Show the cover of the book and invite the children to say the title with you.
- Read or sing the story with the children.
- Encourage their comments about what they notice in the illustrations. Ask them to identify the animals they see.
- Invite them to discuss what is happening on the last page. Agree that it is a birthday party and ask, "I wonder whose birthday it is?"
- Follow up by showing each page and providing a name for the various people who are running to catch the bus: clown, magician, face painter, skater, musician or drummer, man who makes animals from balloons, lady who baked a cake.
- Return to the last page and name the different people and invite children to find them in the illustration. Can they find the bus driver?

Third Reading of *The Wheels on the Bus* (OT)

- Read the book with one child.
- Show the cover of the book and invite the child to say the title with you.
- Read each page and involve the child in discussing the various happenings in the illustrations on that page.
- Call attention to the concentric wheels. Invite them to notice the people on the bus and what they are doing.

Book: *Who Sank the Boat?* by Pamela Allen

First Reading of *Who Sank the Boat?* (OT)

- Begin to sing "Row, Row, Row Your Boat" as you take the book to the library area.
- Show the cover of the book to the children who join you and state the title.
- Invite children to name the animals they see on the cover. If children say they see a cow and a horse, reply, "Yes, that looks like a horse, but it's a donkey."
- Show the first page with no words. Call attention to the tiny boat.
- Read the next two pages, pointing to each animal as it is named.
- Continue to read the story, encouraging comments by children.
- Follow up by showing the pages where each animal is getting in the boat and ask, "Did the cow sink the boat?" (No) "Did the donkey sink the boat?" (No) "Did the pig sink the boat?" (No) "Did the sheep sink the boat?" (No) "Did the little mouse sink the boat?" (Yes)

Second Reading of *Who Sank the Boat?*

- Read the book with one or two children, encouraging them to comment on what is happening in the illustrations.
- Follow up by reminding children that it was a little mouse that sank the boat and that you need their help in finding the mouse.
- Show the pages with the mouse in the illustration and invite a child to find the little mouse.
- Show the next to last page where all of the animals are walking one behind the other with the mouse in the rear. Ask the children if they think the little mouse got wet.

Book: *Flying* by Donald Crews

First Reading of *Flying* (YT & OT)

- Pretend to be an airplane as you take the book to the library area.
- Show the cover to children who join you and ask them what they see.
- State the title.
- Show a page and describe in complete sentences what is happening in the illustrations rather than reading the script. For example, on the first page, say, "The people are boarding the airplane. This means they're getting on the plane. Can you see the boy waving to his mother? He's going on a trip." Continue with the next two pages as you say, "The plane is taxiing to the runway and now it's ready to take off."
- Continue to expand on the script on each page.
- Follow up by showing each page and inviting children to tell you what is happening in the illustrations.

Note: Call children's attention to airplanes that are flying overhead when you are on the playground.

Second Reading of *Flying*

- Read the book with a child who is really interested in airplanes, especially an older toddler who has flown on an airplane.
- Show each page and read the script or tell in complete sentences what is happening in the illustrations.
- Place the book in a basket with a small airplane and put the basket in the library area.
- Observe to see if children look at the book and play with the airplane.



**Language
and
Cognitive
Materials
and
Experiences**

Benchmark: 4.5.C Shows enjoyment of books and stories

Planned Experience: Storytelling (YT & OT)

Who Sank the Boat? (See Attachment: [Who Sank the Boat?](#))

How to begin:

- Make either felt or magnetic storytelling figures for the story.
- Read the book with children several times so that they are familiar with the characters and the order of events.
- Use the storytelling figures to tell the story.
- Involve children in placing figures on the storyboard when you feel they can do this.

Benchmark: 4.4.C Communicates through language

The 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.

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.*

Row, Row, Row Your Boat

(Suit actions to words)

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily,
Life is but a dream

This Is the Way

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

This is the way we drive our car (Children pretend to drive a car)
Drive our car, drive our car.
This is the way we drive our car,
Early in the morning.

This is the way we row our boat, (Children pretend to row boat)
Row our boat, row our boat.
This is the way we row our boat,
Early in the morning.

This is the way we fly our airplane, (Children make flying motions with arms)
Fly our airplane, fly our airplane.
This is the way we fly our airplane,
Early in the morning.

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 engine,
Hear it roar!
Brrr! Brrr! Brrr!

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

Note: *Change the family members from daddy to others such as mother, grandmother, auntie, brother or sister, for example.*

I Went Driving (YT &OT)

(See Note)

As I was driving down the street (pretend to drive a car)
Here is the vehicle I did meet.

I met a great big bus so yellow (place yellow bus on board)
I saw the driver. He was a great big fellow.

As I was driving down the street (pretend to drive a car)
Here is the vehicle I did meet.

I met a shiny blue mini-van. (place blue mini-van on board)
I saw the driver. He was a very tall man.

As I was driving down the street Here is the vehicle I did meet.	(pretend to drive a car)
I met an itty bitty purple car. I don't think the driver was going very far.	(place small purple car on board)
As I was driving down the street, Here is the vehicle I did meet.	(pretend to drive a car)
I met a truck. It was as black as night. The driver stopped when she saw a red light.	(place black truck on board)
As I was driving down the street Here is the vehicle I did meet.	(pretend to drive a car)
I met a white police car coming my way. So I went home. I'll drive another day.	(place police car on board)

Extension:

- Allow each child to select one of the vehicles.
- Say a verse of the rhyme and invite the child with that color vehicle to hold it up or to place it on the board.

Note: *You will need a story board and vehicle figures for this rhyme. Make vehicles of different colors of construction paper as identified in the rhyme. Laminate the vehicles or cover with clear self-adhesive paper for durability. Place a magnetic strip or a strip of felt on the back of each picture. An alternative is to make vehicles of different colors of felt.*

Note: *For younger toddlers, consider singing fewer verses.*

Benchmark: 4.4.C Communicates through language

Planned Experience: Wheels (YT & OT)

Materials: Pictures of wheeled vehicles such as bus, car, bicycle, truck and train, magnetic tape or felt strips, felt or magnetic boards

How to begin:

- Collect pictures of wheeled vehicles such as bus, car, bicycle, truck, train
- Laminate the pictures or cover with clear self-adhesive paper.
- Attach a strip of magnetic tape or a felt strip to the back of each picture.
- Begin to sing the song, "The Wheels on the Bus" as you place a picture of a bus on the board.
- Add additional verses about the other vehicles as you place the appropriate pictures on the board.

Wheels Go Round and Round

(Sing to the tune of "The Wheels on the Bus")

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 through the town.

The wheels on the car....

The wheels on the truck....

The wheels on the bicycle....

The wheels on the train....

- Invite older toddlers to name other vehicles with wheels and sing about them.

Extension:

- Substitute small wheeled vehicles for the pictures.
- Place the vehicles in a pocket of your apron, smock, or in a bag.
- Take a vehicle out of the bag and begin to sing about that vehicle.

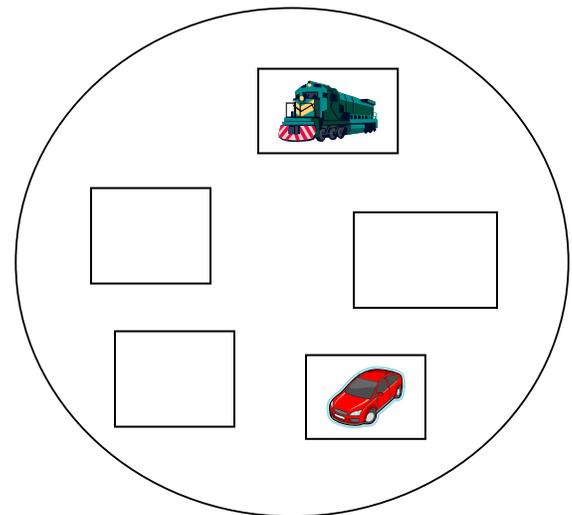
**Benchmarks: 4.3.C Communicates through language
6.3.C Develops strategies for solving problems**

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

Materials: Plastic lazy Susan spice rack, paper, clear self-adhesive paper, five or six pictures related to ways to travel: car, pickup truck, bus, boat, airplane and train

How to begin:

- Cut out a circle of paper that will fit inside the lazy Susan.
- Use tape on the back of the “travel” pictures to secure them to outer edges of 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 around 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, “Can you show me the car?” For the older toddler, ask, “Can you tell me what is in that picture?” and invite child to tell you something about each of the pictures.
- Repeat this experience so that toddlers can identify all of the pictures.



Note: Create other circles of pictures with a theme and involve children in identifying, naming and talking about the pictures.

Benchmarks: 4.4.C Communicates through language
6.3.C Develops strategies for solving problems

Planned Experience: Surprise Picture (OT)

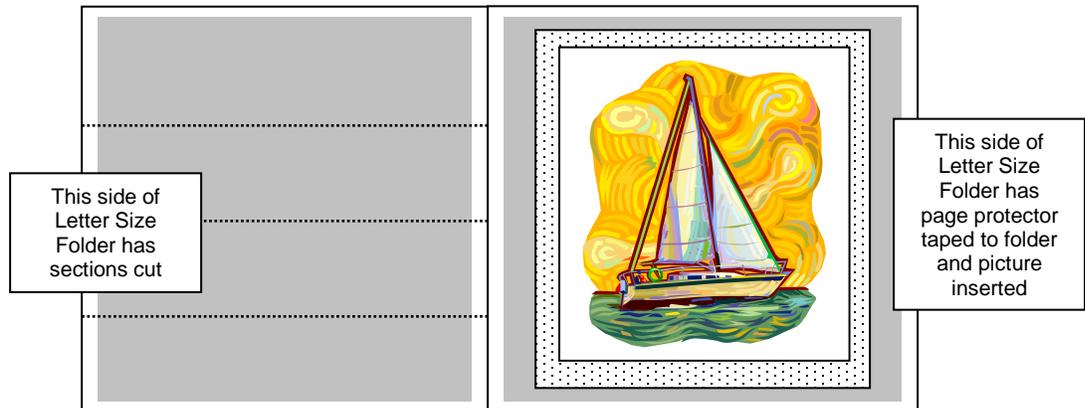
Materials: letter-size file folder, clear plastic page protector, pictures that relate to ways to travel (car, pickup truck, bus, airplane, train, for example), tape

How to begin:

- Tape the back of a clear plastic page protector to the inside of the folder.
- Cut the cover of the folder into strips that are 3" to 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: 4.4.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), additional felt figures of vehicles such as boats, airplanes, trains, and buses

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 shoebox kits and divide the felt vehicles between the two kits.



**Self, Social
and
Emotional
Experiences**

Benchmarks: 1.1.C Feels valued and attached to others
1.2.C Becomes aware of self as a unique individual
3.2.C Shows interest in peers

Planned Experience: Family Vehicles (YT & OT)

How to begin:

- Ask families to send a photo of their family vehicle, either with or without family members in it. Explain to them that the photo will be used to make a classroom book.
- Place each child's family vehicle photo in a clear plastic sleeve. Include with the photo an index card on which you have written information about the photo. For example: Jack and his family have a yellow pickup truck. Or: Jill and her family have a red SUV.
- Create a cover for the book and connect the cover and the pages by placing in a 3-ring binder or connecting with yarn. Title the book: Family Vehicles.
- Place the book in the book area. Observe to see if children look at the book and listen to their comments. Join them and involve them in finding the picture of their family vehicle as well as the vehicles of other families.

Note: *If a child does not bring a photo, have a collection of pictures and invite the child to choose a picture to place on his or her special page.*

Benchmarks: 1.2.C Becomes aware of self as a unique individual
2.1.C Displays a wide range of feelings and emotions
4.4.C Communicates through language

Planned Experience: I'm Happy When (OT)

Materials: pictures of several different types of vehicles, felt or magnetic board

How to begin:

- Laminate or cover pictures of vehicles with clear self-adhesive paper for durability. Attach a piece of magnetic tape or felt on the back of each picture
- Place the pictures on a felt or magnetic board.
- Begin the experience by inviting two or three children to join you.
- Model for the children by selecting one of the vehicles from the board and saying, "I'm happy when I go riding in my black van."
- Invite a verbal child to select a vehicle that makes him happy when he is riding in it. Ask the child to name the vehicle and tell where he likes to go in it." Prompt the child if he or she needs encouragement. For example, to the child who has chosen a picture of a pickup truck, say "You must be happy when you and your Grandpa go to the store in his pickup."
- Allow each child a turn to select a vehicle and tell why riding in the vehicle makes him or her happy.

Note: *Be familiar with the vehicles driven by the families and choose pictures that reflect those vehicles.*



**Sensory
and Art
Materials
and
Experiences**

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

Planned Experience: Float Your Boat (YT & OT)

Materials: small container such as a dish pan or a water table, small boats, clean butter tubs

How to begin:

- Place two to three inches of water in a container.
- Place the boats and tubs next to the container.
- Observe to see if children place the objects in the water. Make comments such as, "Charlotte, your boat is floating. George, your tub boat is floating."

Extension:

- Add small washable people figures or animals to the area.
- Observe to see if children place the figures in the floating containers. If they do not, say, "Justin, the dog wants to go riding in your tub boat. Do you think the dog will sink the boat?"

Note: *Limit the number of children in the water play area.*

Note: *Have children wash and dry hands before and after playing in the water play area.*

Note: *Pour out the water and sanitize the container after the water play experience.*

Benchmarks: 5.1.C Develops fine motor skills
6.3.C Develops strategies for solving problems

Planned Experience: What's Hiding in the Sand? (YT & OT)

Materials: clean sand, container such as a small dish pan, small vehicles, boat, airplane

How to begin:

- Place about three inches of clean sand in a container.
- Hide four or five small vehicles in the sand.
- Place the container on a low table.
- Observe a child who is playing in the sand. If the child finds the vehicle invite the child to tell you about the experience. Respond to what they tell you. For example, if a child shows you an airplane and says, "Airplane," say, "Isabella, you found an airplane buried in the sand. I wonder what else is buried in the sand."

Note: *Have children wash and dry hands before and after playing in the sand area.*

Benchmarks: 3.3.C Demonstrates caring and cooperation
5.2.C Develops fine motor skills
5.3.C Coordinates eye and hand movements

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

Materials: Mural that was begun in Topic 1, container with pictures for this topic, glue, small craft sticks for spreading glue

	<p>How to begin:</p> <ul style="list-style-type: none"> • Remove the mural from the wall and place it on the art table. • Place the container of pictures for Topic 2 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. <p>Note: <i>Children will have an opportunity to add additional vehicles to the mural as they are involved with experiences for the next Topic: Construction and Community Helper Vehicles.</i></p>
 <p><u>Movement,</u> <u>Music and</u> <u>Gross</u> <u>Motor</u> <u>Experiences</u></p>	<p>Benchmark: 5.1.C Develops gross motor skills</p> <p>Planned Experience: Animal Train (YT & OT)</p> <p>Materials: 3 shoeboxes, strong tape, string or rope, markers or crayons, stuffed animals</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Draw windows and wheels on the boxes to make the cars of the train • Punch a hole in the end of each box and thread the string through all of the boxes. • Leave a piece of string long enough for toddlers to pull the train. • Tie a knot at the beginning and at the end of the train. • Place the train and two or three stuffed animals in the block area. • Observe to see if children put the animals in the train and begin to pull it. If they do not put animals in the train, say, “I think the animals want to go on a train ride. Alexandra, which animals do you want to put on the train?” <p>Note: <i>Careful supervision is needed to help children take turns pulling the train and to make sure they only use the string to pull the train.</i></p> <hr/> <p>Benchmarks: 3.4.C Tries out roles and relationships through imitation and pretend play 5.1.C Develops gross motor skills</p> <p>Planned Experience: Driving My Teddy (OT)</p> <p>Materials: stuffed animal for you and for each child</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Say to children, “I’m going for a drive in my pickup truck” and walk around the room pretending to drive a truck. • Invite toddlers to join you as you continue to walk around the room. <p>Extension:</p> <ul style="list-style-type: none"> • Hold a stuffed animal in your hands and say to children, “I think Teddy wants to drive the truck.” Hold the animals in front of you and move the arms as though the animal is driving the truck. • Show children how to move the animal’s arms if they seem to be having problems understanding what to do. • Walk around the room with children behind you. Make truck sounds, pretend to beep the horn, and stop for a traffic light.

	<p>Benchmarks: 3.4.C Tries out roles and relationships through imitation and pretend play 5.1.C Develops gross motor skills</p> <p>Planned Experience: Be an Airplane (YT & OT)</p> <p>Materials: you, the children and a safe space for running</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Show toddlers how to stretch their arms out as wide as possible and then run fast like an airplane, holding their arms straight and stiff. • Suggest that they make airplane noises as they fly. • Observe children and when it appears that they have had enough running, say, “The airplane as ready for a landing” and sit on the ground with the children. <p>Note: Make sure the children have enough space to safely run without bumping into each other and that the surface is safe for them to run on. A large green grassy area is suggested.</p>
 <p><u>Transition Times</u></p>	<p>Drive or Fly?</p> <ul style="list-style-type: none"> • Have a picture of a car or pickup truck and an airplane that have been laminated or covered with clear self-adhesive paper. Place a magnetic strip or a piece of felt on the back of each picture. • Place the two pictures on a felt or magnetic board. • Ask the children one at a time if they want to be a pickup truck or an airplane as they go to the next activity. Encourage children to either pretend to drive the truck or fly the airplane as they make the transition. <p>Name the Vehicle</p> <ul style="list-style-type: none"> • Place a collection of small vehicles in a feely bag or box. • Invite each child to reach into the bag, pull out a vehicle, name it, and transition to the next experience. <p>Note: Adapt other finger plays previously listed as transitions to move children from one activity or place to another.</p>
 <p><u>Family Experiences</u></p>	<p>Here are some way to involve families in this toddler topic:</p> <ul style="list-style-type: none"> • Ask families to send a photo of the family vehicle, with or without family members as part of the picture. Explain that the photo will be used to make a classroom book. • Send home a list of some of the books about vehicles. Suggest that families visit their local library, check out some of the books, and read them with their child. • Suggest that families involve their children in discussing the various vehicles they see as they are going places. They can talk about the names and colors of the vehicles, who is in the vehicles and where they might be going.