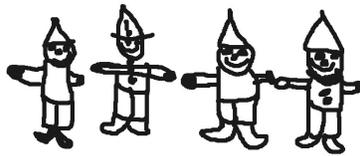


Topics of Study

Developed by Dot Brown and Beverly C. Wright
Early Childhood Services, Inc.



September 2004

Through a grant from the Division of Child Care and Early
Childhood Education
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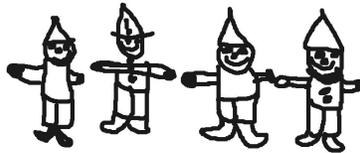


Division of Child Care and
Early Childhood Education

University of Arkansas Early Care and Education Projects

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Use of the *Topics of Study* Manual

Topics of Study is a resource manual. This resource is designed as a model to be helpful in seeing how *AECE Benchmarks* for children can be met by planning activities and linking the activities to the benchmarks. This manual contains three topic of study sections with detailed activities to support them. The topics of study follow the preferred pattern of starting first with the child (*My Body*). The next topic of study relates to family and home (*Places Children Call Home*). The third topic of study expands to include the community (*Water in Our World*).

Each section includes the following:

- An introduction of the topic of study.
- A web graphically depicting the topic of study and the big ideas.
- Benchmark activities for each topic. Each benchmark activity is organized in the following manner.

TOPIC OF STUDY:

BIG IDEA:

NUMBER OF CHILDREN:

SETTING (WHEN & WHERE):

DEVELOPMENTAL LEARNING STRANDS:

BENCHMARKS:

MATERIALS: A list of materials needed for the activity

STEPS: Detailed steps needed to complete the activity

IDEAS FOR EXTENDING THE ACTIVITY: Ideas to expand the activity for more in-depth exploration

EVALUATION OF COMPLETED ACTIVITY: This is a blank area for teacher comments. These comments help the caregiver/teacher know what worked and what didn't work. Some comments could include information about the following: How did the activity work? Were there things that could have gone better? Did some things exceed expectations? What would you do differently next time?

Topic of Study – My Body

- Big Ideas:
1. My Body Has Many Parts
 2. My Body Can Move
 3. My Body Needs Care

Introduction to My Body

The theme of children learning about their amazing bodies begins in infancy and continues through the early childhood years. Observe infants as they examine their fingers and play with their toes. Adult play with infants often focuses on the child's body and what it can do. Games such as *This Little Piggy Went to Market* and commands such as "Show me your nose" or "Wave bye-bye" are familiar to all.

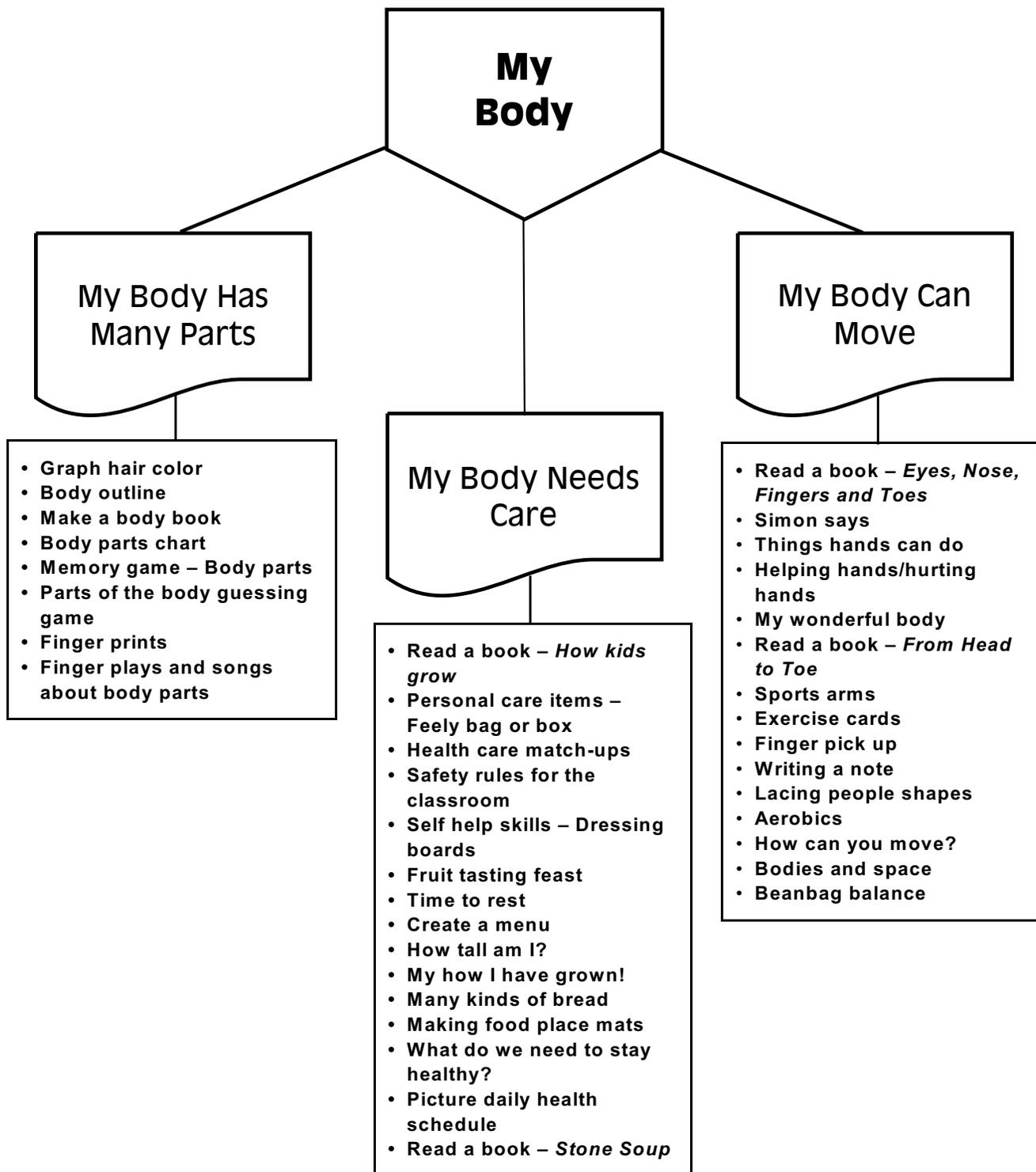
Three and four year old children continue to be fascinated by their bodies and what they can do. They never tire of commanding adults to "Watch me" as they acquire and practice new physical skills such as climbing, running, completing a puzzle or snapping their fingers for the first time. Their increasing ability to control both large and small muscles allows them to do more and more things for themselves.

In addition to acquiring physical skills, preschool children are also developing in other areas. Their increased ability to communicate offers opportunities for them to acquire information and express ideas about their bodies. They are becoming more independent and display more self-care skills. They are ready to learn reasons and take responsibility for good health and nutrition practices. They are gradually able to understand the relative danger or safety of situations and to take responsibility for protecting themselves and to look out for others. These developing skills, understandings and behaviors are the foundation for planning a study that focuses on children's bodies.

In planning with children activities related to their bodies, be sensitive to anyone in the group with a disability. Keep activities flexible and open-ended and concentrate on things children can do rather than things they are not able to do. This applies to all the children in the group.

Children's bodies are an integral part of who they are—their *self*. When children are given opportunities to enjoy and be successful in experiences involving their bodies, they feel good about themselves and what they can do. They are developing feelings of both competence and confidence. Know your children well and use the suggested activities in ways that will help children know and take pride in their bodies.

Webbing My Body



Benchmark Activity: GRAPH HAIR COLOR

TOPIC OF STUDY: My Body

BIG IDEA: My Body Has Many Parts

NUMBER OF CHILDREN: 12-18

SETTING (WHEN & WHERE): Large Group

DEVELOPMENTAL LEARNING STRAND(S): Social/Emotional (Interact Socially)
Cognitive/Intellectual (Math/Science)

BENCHMARKS: 1.15 Understands and respects differences

3.10 Classifies objects by physical features such as shape and color

MATERIALS: Large sheet of bulletin board paper with graph drawn to accommodate all children in the class, crayons, markers or squares of colored paper (hair colors of class, such as black, brown, yellow, red)

STEPS:

1. Talk with the children about hair and the ways people change the look of their hair (by cutting, coloring, straightening and curling it). Invite children to share their experiences and knowledge about hair.
2. Have a graph with a column for each hair color represented in your classroom with each column divided into squares.
3. Ask children to look in the mirror, determine the color of their hair, select that color crayon or marker and color in the proper place on the graph. A square of colored paper could also be used.
4. Count the color squares in each column and write a summary story of the results with the children.

4				
3	Carson		Brad	
2	Sue		Ashley	
1	John		Sarah	Laura
	Brown	Black	Blonde	Red
Our Hair Color				
Three children have brown hair and three children have blonde hair. Two children have black hair and one child has red hair.				

IDEAS FOR EXTENDING THE ACTIVITY:

- Share the book, *Straight Hair, Curly Hair* by Aliko, and make a graph of the straight–curly hair of the children in the classroom.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BODY OUTLINE**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Has Many Parts**NUMBER OF CHILDREN:** 1**SETTING (WHEN & WHERE):** Individual or small group over several days**DEVELOPMENTAL LEARNING STRAND(S):** Physical (Health and Nutrition)**BENCHMARKS:** 4.1 Identifies body parts and understands their functions

MATERIALS: *How Kids Grow* by Jean Marzollo, photo illustrated by Nancy Sheehan; large sheets of brown or white paper, markers, crayons and/or tempera paint (Be sure to include skin colors).

STEPS:

1. Read a book about growing and discuss it with the children.
2. Tell the children they can see how big they are by drawing their outlines.
3. Ask each child to lie down on a sheet of paper while you trace his/her body outline.
4. Provide a full-length mirror and encourage children to look at themselves. Suggest that they look at the color of their skin, hair, eyes, and at the clothing they are wearing. Then allow children to fill in their features and clothing using markers, crayons and tempera paint. If children have had experience with making collages, offer yarn, large buttons and fabric scraps. This project will take several days to complete.
5. Invite children to dictate something about themselves to write under their picture.

IDEAS FOR EXTENDING THE ACTIVITY:

- Consider completing this activity at the beginning the program year, or shortly after a new child or children enroll. Six months later, repeat the process and allow children to compare their outlines and notice the changes in their size. Their art ability may have also improved.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MAKE A BODY BOOK**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Has Many Parts**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group over several days**DEVELOPMENTAL LEARNING STRAND(S):** Physical Development (Health and Nutrition)
Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.5 Understands that print conveys a message
4.1 Identifies body parts and understand their functions**MATERIALS:** Catalogs and magazines, 8½ x 11" sheets of paper, glue or paste**STEPS:**

1. Discuss with the children that each will make a picture book about bodies, and that it will take several days to complete the book.
2. With the children, select a specific body part for the first page (eyes, nose, legs or hands).
3. Help the children find and cut out pictures of the specified body part and glue to a sheet of paper or they may draw the picture.
4. Ask each child if you may write a dictated comment or caption on the page.
5. Continue this activity over several days, following the same steps, until all selected body parts are covered.
6. Suggest that children do a page or two of whole bodies.
7. Help children make a cover for their book with the child's name as author.
8. Staple the cover and pages together.

IDEAS FOR EXTENDING THE ACTIVITY:

- Let the children share their books with each other.
- Send books home with the children. Attach a note suggesting that parents and children *read* the book together and that parents invite their children to tell them about making the book.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BODY PARTS CHART

TOPIC OF STUDY: My Body **BIG IDEA:** My Body Has Many Parts
NUMBER OF CHILDREN: 12-18 or 4-6
SETTING (WHEN & WHERE): Large Group or Small Group
DEVELOPMENTAL LEARNING STRAND(S): Cognitive/Intellectual (Math and Science)
 (Language Arts)
BENCHMARKS: 3.5 Understands that print conveys a message
 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)

MATERIALS: *Body Parts Chart*, marker

STEPS:

1. Ask the children to name as many parts as they can that fit in each category on the chart. Suggest some parts children might not think of such as lips, fingernails, toenails and shoulders.
2. Write the name of the body part on the chart. Providing pictures to illustrate the chart would also be good.

Body Parts Chart

1	2	5	10
Nose	Eyes	Right Hand Fingers	Fingers
Mouth	Ears	Left Hand Fingers	Toes
Head	Hands	Right Foot Toes	
	Elbows	Left Foot Toes	

Note: Stress number of body parts rather than *right* and *left*.

IDEAS FOR EXTENDING THE ACTIVITY:

- Read the book, *Two Eyes, a Nose and a Mouth* by Roberta Grobel Intrater. Allow time for the children to look at the book and discuss their observations.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MEMORY GAME – BODY PARTS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Has Many Parts**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Science/Discovery or Manipulatives Center**DEVELOPMENTAL LEARNING STRAND(S):** Cognitive/Intellectual (Language Arts)
Language**BENCHMARKS:** 3.4 Demonstrates visual discrimination skills and visual memory skills

5.4 Recognizes and identifies by name most common objects and pictures

MATERIALS: 10 to 12 pairs of laminated matching picture cards with body parts such as eyes, ears, nose, mouth, face, hands, feet, fingers, toes and elbows. Also, label each body part with its correct word.**STEPS:**

1. Show cards to the children and ask them to name each body part.
2. Explain the rules of the game.
 - Shuffle the cards and lay face down in rows.
 - Each child, in turn, turns up two cards.
 - If the cards match, the child keeps the pair (refer to as pair, or two alike)
 - If the cards don't match, the child replaces them in the same place.
 - The game continues until all pairs have been matched.
3. Encourage the children to remember where the cards are.

Note: The ability of the children will determine the number of pairs to use. Avoid the terms *winner*s and *loser*s.

IDEAS FOR EXTENDING THE ACTIVITY:

- Use the cards with a small group of children (four to six) by showing the card and asking the child to tell something that body part can do. For example, an elbow bends, eyes see and a nose smells.
- For younger children, use the cards for naming body parts. Show the card and ask the child to name and touch the body part.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: PARTS OF THE BODY GUESSING GAME**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Has Many Parts**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRAND(S):** Physical Development (Health and Nutrition)**BENCHMARKS:** 4.1 Identifies body parts and understands their functions**STEPS:**

1. Begin the following sentences and allow the children to finish each one.

- I can see you with my _____ (eyes).
- I can smell you with my _____ (nose).
- I can chew with my _____ (teeth).
- I can hear with my _____ (ears).
- I can clap with my _____ (hands).

2. Invite the children to add additional sentences.

IDEAS FOR EXTENDING THE ACTIVITY:

- On chart paper, chalk or marker board, write four to six of the sentences, omitting the final word. Read each sentence, and allow the children to finish it. Write the word in the blank. If it is written on chart paper, suggest that the children find pictures of body parts and place the picture on the appropriate line, or draw the body parts.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: FINGER PRINTS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Has Many Parts**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Science/Discovery Center**DEVELOPMENTAL LEARNING STRAND(S):** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.22 Makes comparisons (scientific process: comparing)**MATERIALS:** Index cards (3 x 5) with no lines, washable inkpad and magnifying glass**STEPS:**

1. Give each child two index cards.
2. Help the children write their names on each card and turn the card over to the blank side.
3. Help the children make one index finger print on the blank side of each card, using the same finger each time.
4. Ask the children if they know why their fingers made designs on the paper. Explain that everyone has a special design in the skin of his/her fingers, and that everyone's design is different.
5. Ask the children to put one of their two cards in the middle of the table.
6. Collect the remaining cards mix them up and demonstrate how to use the magnifying glass to match up the fingerprint cards.
7. Help the children to try and match the fingerprints.
8. Suggest that they turn the cards over and check the names to see if they made correct matches.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow children to finger-paint.
- Use tempera paint and involve the children in making a hand print mural.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: FINGER PLAYS AND SONGS ABOUT BODY PARTS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Has Many Parts**NUMBER OF CHILDREN:** 12-18**SETTING (WHEN & WHERE):** Large Group**DEVELOPMENTAL LEARNING STRAND(S):** Physical (Health and Nutrition) (Gross and Fine Motor)
Language**BENCHMARKS:** 4.1 Identifies body parts and understands their functions

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

MATERIALS: Song: *If You're Happy and You Know It*Record/Tape: *We all Live Together*, Volume 3, Youngheart Music**STEPS:**

1. Introduce the song. Sing the first verse: *Clap your hands*.
2. Add other verses to include motions and body parts.
3. Invite the children to name a body part and suggest a motion. For example: tap your head, wiggle your fingers, stomp your feet, snap your fingers, swing your arms and turn around.

IDEAS FOR EXTENDING THE ACTIVITY:

- Record/Cassette/CD: *Playing Favorites*, Greg and Steve. Songs: *Down by the Bay*, *It Ain't Gonna Rain*, *Put Your Finger in the Air*
- Record/Cassette/CD: *Preschool Aerobic Fun*, Georgianne Stewart

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – EYES, NOSE, FINGERS AND TOES**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRAND(S):** Physical (Health and Nutrition)**BENCHMARKS:** 4.1 Identifies body parts and understands their functions**MATERIALS:** *Eyes, Nose, Fingers and Toes* by Judy Hindley, illustrated by Brita Granstrom**STEPS:**

1. Use this book to introduce to the children body parts and how bodies can move.
2. Show the cover of the book and ask children to predict what the book might be about.
3. Read the book, pausing to check predictions and to change predictions.
4. Read the book a second time, allowing children to participate by touching and moving their body parts that correspond to the text.

IDEAS FOR EXTENDING THE ACTIVITY:

- Read the book, *Clap Your Hands* by Lorinda Bryan Cauley. Let the children participate during the second reading by imitating the motions in the text.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: THINGS HANDS CAN DO

TOPIC OF STUDY: My Body **BIG IDEA:** My Body Can Move
NUMBER OF CHILDREN: 12-18 or 4-6
SETTING (WHEN & WHERE): Large Group or Small Group
DEVELOPMENTAL LEARNING STRAND(S): Cognitive/Intellectual (Language Arts)
BENCHMARKS: 3.5 Understands that print conveys a message

MATERIALS: *My Hands* by Alikì; *The Wonder of Hands* by Edith Baer, photo illustrated by Tana Hoban; *My Hands Can* by Jean Holzenthaler, illustrated by Nancy Tafuri

STEPS:

1. Hold up your hands and ask children to hold up theirs. Ask, "What are some things hands can do?"
2. Record the children's responses on chart paper, the chalkboard or a marker board.
3. Introduce the book, tell the title, the author and illustrator.
4. Read the book.

IDEAS FOR EXTENDING THE ACTIVITY:

- Make a class book entitled *Our Hands*. Trace around each child's hands and have them dictate their thoughts to you to finish the statement, "My hands can..." Children may choose to illustrate their individual page. Put the pages together to make a book titled *Hands Can* and place in the book center.
- Read the book, *Hello Toes! Hello Feet!* by Ann Whitford Paul, illustrated by Nadine Bernard Westcott.
- Follow the same procedures as above by asking, "What are some things feet can do?"

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HELPING HANDS/HURTING HANDS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRAND(S):** Social/Emotional (Interact Socially)**BENCHMARKS:** 1.16 Helps others in need

MATERIALS: Chart divided into two columns (*Yes* and *No*) with the title *Helping Hands/Hurting Hands*, marker

STEPS:

1. Ask the children to name good things or helping things that hands can do and some things hands should not do. Write their dictated comments in the appropriate column. Add simple illustrations when needed.
2. Invite the children to read their dictated comments.

IDEAS FOR EXTENDING THE ACTIVITY:

- Post a Helping Hands chart in the room. Leave it up for at least a week. When you observe a child using their hands to help another, write it on a card (hand-shaped), date it and post it on the chart. For example: "Raymond used his hands to help Myron work a puzzle." Record something positive about each child. At the end of the week, send the card home with children to share with their family.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – FROM HEAD TO TOE**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Physical (Gross Motor)

Cognitive/Intellectual (Language Arts)

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

3.2 Tells story in sequence, following the pictures in a book

3.5 Understands that print conveys a message

4.9 Freely participates in gross motor activities

MATERIALS: *From Head to Toe* by Eric Carle**STEPS:**

1. Show the children the cover of the book and then the title page and ask them to describe what they see as the same and as different.
2. Tell the title and the author.
3. Read one page and have children do the movement described, then the next page and the movement, to the end of the book.

Note: Children will have to stand for some of the movements.

4. Review the book, page by page. Invite the children to recall the animal and the movement described and do the movement.

IDEAS FOR EXTENDING THE ACTIVITY:

- Movement and Music: Tape or CD, *Kids in Motion* by Greg and Steve
- Develop a set of movement cards, with directions both illustrated and written. The first time they are used, ask the children to look at the illustrations, and you read the directions and they do the movement. Then you can show a card with no verbal direction and have the children follow the directions.
- Place the cards in the music center for the children to use independently.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: SPORTS ARMS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Physical (Fine and Gross Motor)**BENCHMARKS:** 4.6 Coordinates eye and hand movement to complete tasks

4.9 Freely participates in gross motor activities

4.10 Throws, kicks, bounces, and catches

STEPS:

1. Determine sports that are familiar to the children by asking them, listening to them and observing them. The sports that children may be familiar with might include baseball, football, basketball, volleyball, swimming, tennis, bowling, gymnastics and golf.
2. Have children demonstrate how they use their arms in the sports activities they name.
3. Invite the children to discuss other items needed in the sports with which they are familiar. For example: baseball/bat and glove, golf/ball and golf clubs, tennis/ball and racket. Let the children pantomime using those items.

IDEAS FOR EXTENDING THE ACTIVITY:

- You or individual children do an arm movement of a sport and other children attempt to identify the sport. Show pictures of different sports, ask the children to name the sport and demonstrate the arm movements.
- Using the same steps listed above, guide the children to identify how arms are used to work in the house, the yard and at school.
- Add a bowling set to the classroom. Add a basketball and low goal outdoors.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: EXERCISE CARDS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Physical (Gross Motor)**BENCHMARKS:** 4.9 Freely participates in gross motor activities
4.11 Runs, jumps, hops and skips**MATERIALS:** Illustrations or photos showing examples of exercises mounted on 8½ x 11" cards. Also include the written name of the exercise on each card.**STEPS:**

1. Have the children select a few cards each day to use as warm up exercises. For example: running or jogging in place, jumping up and down, standing on one foot, jumping jacks, windmills, pretend bouncing a ball, etc.
2. Place the cards from left to right in order of the exercise performed.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow children to help think of some of these exercises. You might also take pictures of them during this time to use on your exercise cards.
- Read the book, *Jack Kent's Hop, Skip and Jump Book* by Jack Kent. Allow the children to do the movements in the book.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: FINGER PICK UP**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Fine Motor)
Social/Emotional (Interact Socially)**BENCHMARKS:** 1.15 Understands and respects differences
4.7 Uses small muscles for self-help skills**MATERIALS:** Small objects such as small wood blocks, Lego™ pieces, cotton balls, crayons, unit blocks, craft sticks and tape.**STEPS:**

1. Discuss with the children how we are able to pick up objects with our fingers.
2. Allow each child to pick up one of the objects and state if it was easy or hard to pick up.
3. Cut two craft sticks to the length of the child's first two fingers and tape the fingers and sticks in place.
4. Invite each child to try and pick up the same object as before and talk about the difference.
5. Discuss with the children that some people have hands that don't work as well as most hands do. They have to learn to compensate.
6. Allow the children to share their own experiences, such as a grandparent with arthritis, a cousin with cerebral palsy or someone with a broken finger.

Note: Be sensitive to a child in your group with a disability affecting the hands and adapt the activity as needed.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow the children to sort objects in muffin tins using their fingers, then wearing gloves, then with different types of tongs.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WRITING A NOTE**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Art or Writing Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Fine Motor)
Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.5 Understands that print conveys a message
3.6 Demonstrates an interest in writing for a purpose
4.8 Uses writing and drawing tools with control and intention**MATERIALS:** Note cards made by folding in half a 8½ x 11" sheet of paper or tag board, envelopes, markers, crayons, thick black and colored pencils**STEPS:**

1. Involve the children in helping you write a thank you note to a classroom visitor or a get well card to a classmate or teacher.
2. Allow the children to sign the card.
3. Place blank note cards and writing tools in a designated area of the classroom such as the Art or Writing Center.
4. Invite the children to write their individual cards. This is a choice. Avoid pressure for each child to write and do not provide a model.
5. Accept and send the cards made by the children.

IDEAS FOR EXTENDING THE ACTIVITY:

- Keep paper and writing tools in various areas of the classroom. For example, in the Block Center to make signs and in the Dramatic Play/Home Living Center to make a grocery list.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: LACING PEOPLE SHAPES**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Manipulatives Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Fine Motor)**BENCHMARKS:** 4.6 Coordinates eye and hand movement to complete tasks

MATERIALS: Lacing cards in the shapes of boy and girl body outlines, as well as hand and feet outlines. Lacing cards can easily be made from vinyl place mats cut in shapes and holes can be punched with a hand hole punch. Use shoe laces for lacing.

STEPS:

1. Introduce the children to the lacing cards and laces. Demonstrate as you tell the children how to lace around the cards.
2. Guide the children as they lace.

Note: Children may lace in many different ways and directions. Accept all—there is no right or wrong way to lace, and the process is more important than the product.

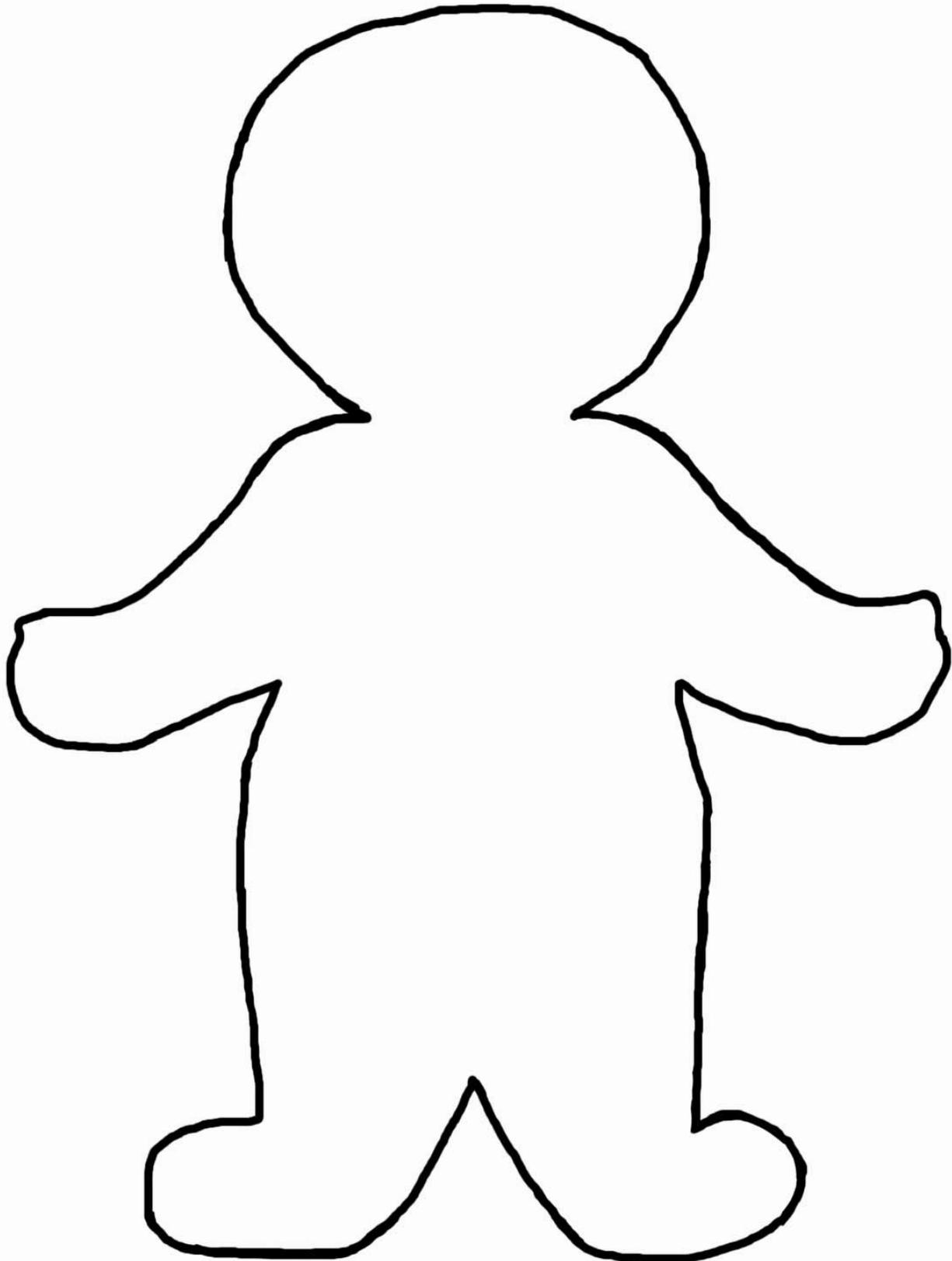
3. Encourage children to pull the laces out when they have completed lacing around the shape, so it will be ready for the next person.

IDEAS FOR EXTENDING THE ACTIVITY:

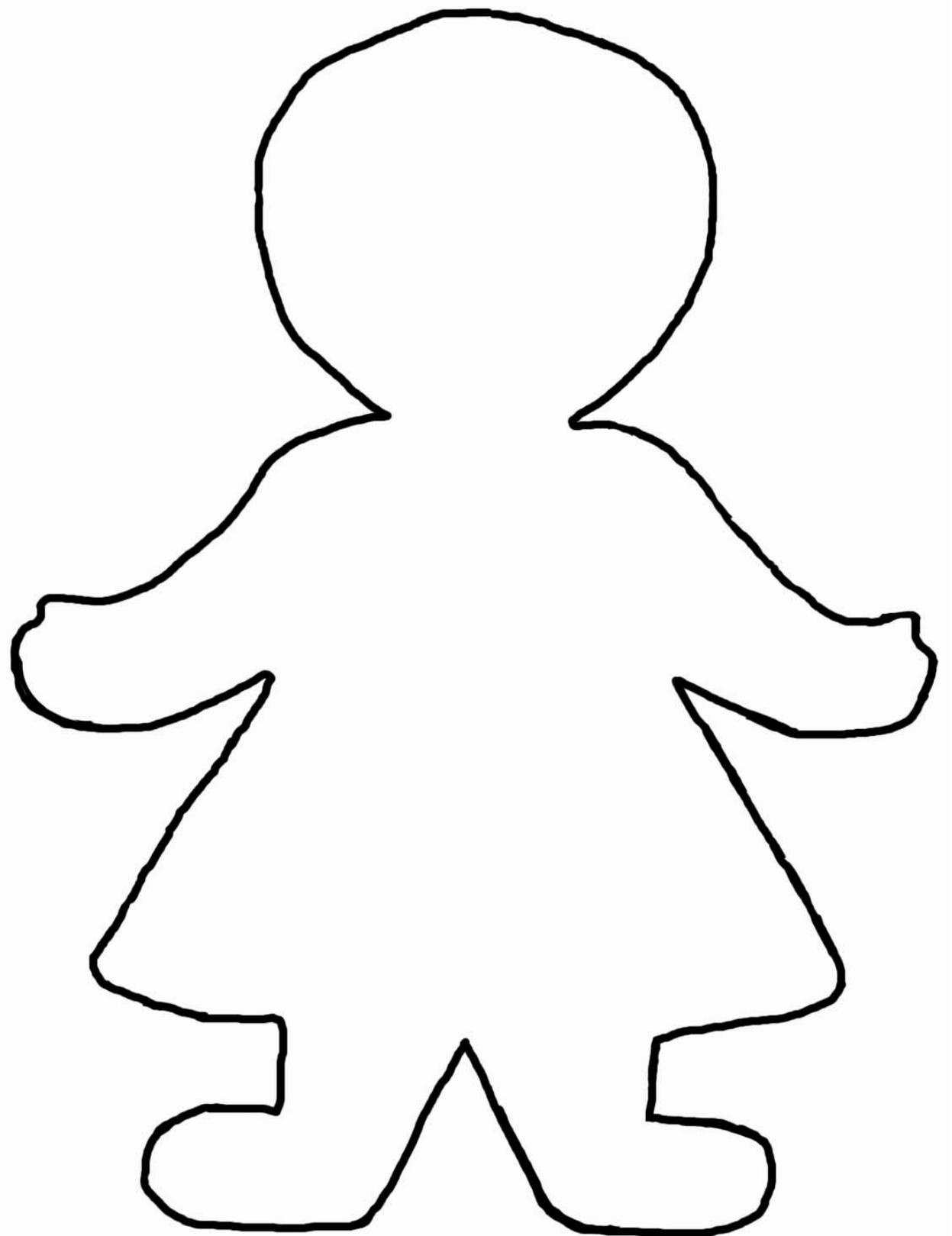
- Places shapes and laces in the Manipulatives Center for children to choose as they wish.
- Encourage children to also lace beads.

EVALUATION OF COMPLETED ACTIVITY:

Boy Shape for Lacing



Girl Shape for Lacing



Benchmark Activity: AEROBICS

TOPIC OF STUDY: My Body **BIG IDEA:** My Body Can Move
NUMBER OF CHILDREN: 12-18 or 4-6
SETTING (WHEN & WHERE): Large Group or Small Group
DEVELOPMENTAL LEARNING STRANDS: Physical (Gross Motor)
BENCHMARKS: 4.9 Freely participates in gross motor activities

MATERIALS: Collection of movement/exercise/aerobic records, tapes or CDs.
Suggested titles: *Aerobic for Kids* by Georgiana Liccione Stewart
Mousercize by Disney
Aerobic Power for Kids

STEPS:

1. Daily, plan a period of time for the children to participate in indoor exercises/aerobics.
2. Arrange the group so that each child has his/her own space for movement by having them reach their arms in front, to the side and behind them so they are not touching anyone else.
3. Introduce the music to the children.
4. Participate with the children, modeling the correct movement.

Note: This type of activity should be included in the daily schedule, whether or not the children go outdoors. The length of time may vary depending on the time children can spend outdoors.

IDEAS FOR EXTENDING THE ACTIVITY:

- Add props such as scarves or streamers for some of the movement activities.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BODIES AND SPACE

TOPIC OF STUDY: My Body **BIG IDEA:** My Body Can Move
NUMBER OF CHILDREN: 12-18 or 4-6
SETTING (WHEN & WHERE): Large Group or Small Group
DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math and Science)
Physical (Gross Motor)
BENCHMARKS: 3.17 Shows understanding of different relationships of objects in space (spatial relations)
4.11 Runs, jumps, hops, and skips

MATERIALS: Hoops or rings approximately 18" in diameter

STEPS:

1. Provide each child a hoop to place on the floor and stand beside.
2. Give directions related to the children's bodies and space.
Examples:
 - Walk around the circle.
 - Jump inside the circle.
 - Put one foot inside the circle.
 - Stand inside the circle.
 - Skip around the circle.
3. Invite the children to suggest additional ideas for moving their bodies in relationship to the circle.

IDEAS FOR EXTENDING THE ACTIVITY:

- Play songs such as *Hokey Pokey*, *Looby Loo*, and *Go In and Out the Window*. Direct the children's movements in space.
- Hap Palmer's record, cassette or CD entitled *Learning Basic Skills through Music* directs children to assume positions in space.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BEANBAG BALANCE**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Can Move**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Physical (Gross Motor, Health and Nutrition)**BENCHMARKS:** 4.1 Identifies body parts and understands their functions
4.12 Shows balance and coordination**MATERIALS:** One beanbag per child**STEPS:**

1. Provide each child with a beanbag and have the children stand.
2. Begin by asking the children to touch different parts of their body with the beanbag.
3. Then ask the children to balance the beanbags on different parts of their bodies. For example: "Can you put the beanbag on your shoulder? On your knee? On your arm? On your head?"
4. Ask the children to move around while balancing the beanbag. Have them walk quickly, then sideways, then backwards.

IDEAS FOR EXTENDING THE ACTIVITY:

- Have the children toss the beanbag into a bucket or inside a hoop placed on the floor.
- Listen and follow the directions of the *Bean Bag Activities* by Georgiana Liccione Stewart, Kimbo Educational.
- Do gentle (not fast) upper body stretching with beanbags (two beanbags per child). The children hold a beanbag in each hand to help maintain focus without adding weight. Have the children stretch and raise one beanbag over their head. Then slowly lower their beanbag back down to their shoulders. All of this is done to the count of 10. Alternate arms as they stretch to the sky. Also, have the children push their arms out to the side and back, out in front and back.
- Leave a few beanbags in the Music Center for the children's independent use.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – HOW KIDS GROW**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.22 Makes comparisons (scientific process: comparing)**MATERIALS:** *How Kids Grow* by Jean Marzollo, photo illustrated by Nancy Sheehan**STEPS:**

1. Show the children the cover of the book. Invite them to describe what they see. Ask “Show me the child who is the youngest? The oldest? Which one looks about your age?”
2. Tell the title, author and photographer.
3. Read about each age, pausing for discussion before going to the next age. Encourage children to tell about siblings of that age.
4. When reading about age(s) of children in the group, invite them to add additional things they can do.
5. Review the book by showing a page, saying the age of the child and invite the children to *picture read* what the child can do.

IDEAS FOR EXTENDING THE ACTIVITY:

- Ask parents to send a photo of their child when they were newborn and a recent photo (or take one in the class). On a sheet of paper (one page per child), write “Child’s name – Here is how I looked when I was a baby. Here is how I look now.” Let children paste their photos on the page. Make an album of all the children in the class. Place the album in the Home Living or Book Center.
- Read the book, *Another Important Book* by Margaret Wise Brown, illustrated by Chris Raschka. Follow the above procedures.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: PERSONAL CARE ITEMS – FEELY BAG OR BOX**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Science / Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Health and Nutrition)

Cognitive/Intellectual (Math and Science)

BENCHMARKS: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

4.2 Demonstrates health and personal care habits

MATERIALS: Feely bag or box, health and personal care items such as a bar of soap, wash cloth, toothbrush and toothpaste, comb and hairbrush**STEPS:**

1. Place items in a feely bag or box. Explain to the children that all the items in the bag are things we use to help keep our bodies healthy.
2. Allow the children to take turns reaching into the bag and identifying the object by touch.
3. Have the children bring the item out of the bag, name it, discuss how it is used and how it helps keep us healthy.

Note: For younger children, you may want to show them the items before placing in the bag.

IDEAS FOR EXTENDING THE ACTIVITY:

- Suggest that children select the two items that go together and explain their choices (ex: toothbrush and toothpaste).
- Invite the children to name and discuss other items we use to help keep us healthy.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HEALTH CARE MATCH-UPS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Manipulatives Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Fine Motor, Health and Nutrition)
Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.11 Classifies objects conceptually (things that go together)

4.2 Demonstrates health and personal care habits

4.6 Coordinates eye and hand movements to complete a task

MATERIALS: Two part puzzles (teacher made and laminated). Include pictures of items such as: soap/washcloth, toothpaste/toothbrush, glass/water pitcher, comb/brush, bathtub/water, bed/cover.**STEPS:**

1. Show the children puzzles and ask them to find the two pieces that go together.

Note: This activity follows the activity: *Personal Care Items - Feely Bag or Box*, in which the children have had hands on experiences with the real items.

IDEAS FOR EXTENDING THE ACTIVITY:

- Read book(s): *Six in a Tub* by Pam Adams
Tidy Titch by Pat Hutchins

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: SELF HELP SKILLS – DRESSING BOARDS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Manipulatives Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Fine Motor)**BENCHMARKS:** 4.7 Uses small muscles for self-help skills

MATERIALS: Dressing boards that snap, button, zip and shoes for lacing and tying (purchased or teacher-made).

STEPS:

1. Introduce the dressing boards and shoes to the children.
2. Provide individual instruction and encouragement as children explore with the fasteners.

IDEAS FOR EXTENDING THE ACTIVITY:

- Include dress-up clothing in the Dramatic Play Center with large buttons, snaps and zippers.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: FRUIT TASTING FEAST**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Health and Nutrition)

Cognitive/Intellectual (Math and Science)

BENCHMARKS: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

3.22 Makes comparisons (scientific process: comparing)

4.3 Tries new foods before decoding whether he/she likes them

MATERIALS: Fresh fruit in season. For example, different types of melons such as watermelon, honeydew and cantaloupe**STEPS:**

1. Bring in fresh fruit. (If possible, take the children to a fruit stand or grocery store to purchase the fruit).
2. Allow the children to examine the fruit before cutting.
3. Help the children name the fruit. Be sure to comment that all of these are fruit and are good for your body. These are healthy foods.
4. Encourage the children to discuss the size, shape and texture of the fruits.
5. Cut the fruit and allow the children to smell and compare the scents. Notice the differences in colors and seeds.
6. Cut the fruit into small pieces and invite the children to taste each one and compare the tastes.

Note: Make sure the children's hands are washed. Also wash the fruit.

IDEAS FOR EXTENDING THE ACTIVITY:

- Complete a tasting graph of the children's favorite fruit they tasted.
- Follow this same procedure for tasting raw vegetables (cauliflower, broccoli, carrots, turnips and celery).
- Complete a tasting graph.
- Taste different kinds of cheese and complete a tasting graph.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: TIME TO REST**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** All**SETTING (WHEN & WHERE):** Large Group after movement/exercise activity or outdoor play**DEVELOPMENTAL LEARNING STRANDS:** Physical (Health and Nutrition)**BENCHMARKS:** 4.2 Demonstrates health and personal care habits**MATERIALS:** *Goodnight Moon* by Margaret Wise Brown, illustrated by Clement Hurd; cot or rest mat.**STEPS:**

1. Plan this activity after either a strenuous movement/exercise activity or outdoor play.
2. Have a cot/mat in the circle and discuss rest routines with the children and why our bodies need rest and sleep. For example: Our bodies get tired and need time to rest and our bodies need rest to store up energy so we can work and play.
3. Introduce the book, telling the title, author and illustrator.
4. Read the book.
5. Read the book the second time and encourage the children to find the little mouse on each bedroom page. Also point out how the bedroom is getting darker and darker as the night gets later.

IDEAS FOR EXTENDING THE ACTIVITY:

- Include other books about sleeping:
 - The Napping House* by Audrey Wood (an Arkansas Author), illustrated by Don Wood.
 - Bed Time for Frances* by Russell Hoban, illustrated by Garth Williams.
 - Ira Sleeps Over* by Barnard Waber.
 - Going to Sleep on the Farm* by Wendy Cheyette Lewison, illustrated by Juan Wyngaard.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: CREATE A MENU**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Art Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Health and Nutrition)

Cognitive/Intellectual (Language Arts)

BENCHMARKS: 3.5 Understands that print conveys a message

4.4 Recognizes different types of food

4.5 Shows awareness that some foods are better for your body than others

MATERIALS: Paper or tag board for Menu, pictures of food from the food groups: bread/cereal/rice/pasta, fruits, vegetables, milk/yogurt/cheese, meat/poultry/fish/dry beans/eggs/nuts, glue or paste, markers or crayons

STEPS:

1. Explain to children that they will create a menu to place in the Home Living Center. The menu will be divided into food groups. Name the food groups and show picture examples of food from each.
2. Divide the menu into sections. Label each section, orally and in writing.
3. Invite the children to select the appropriate foods to go in each section, leaving room for a written label and price for each item. If needed, have food items grouped to guide the children in placing them in the appropriate sections.
4. Print the names and prices of the menu items as dictated by the children.
5. Laminate or use clear contact paper to cover.

IDEAS FOR EXTENDING THE ACTIVITY:

- Place the menus in the Home Living Center. Also have order pads and pencils available.
- Make separate menus for breakfast, snacks and lunch.
- Make available the book, *The Edible Pyramid* by Loreen Leedy.

Note: Have available only pictures of nutritious food items. This project can take place over several days.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HOW TALL AM I?

TOPIC OF STUDY: My Body **BIG IDEA:** My Body Needs Care
NUMBER OF CHILDREN: One at a Time
SETTING (WHEN & WHERE): Science/Discovery Center
DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math and Science)
BENCHMARKS: 3.22 Makes comparisons (scientific process: comparing)

MATERIALS: Strips of adding machine tape approximately 6" longer than the child is tall (one per child), measuring tape or ruler, pencil, children's portfolios

STEPS:

1. Tape a strip of adding machine tape vertically to the wall.
2. Write the child's name and the date on the tape. As the child stands next to the wall, make a mark on the tape, indicating the child's height.
3. Use a measuring tape and measure and record each child's height next to the mark.
4. Repeat this procedure for each child.
5. Display the tapes in the classroom for a few days, (use with activity: *My How I Have Grown!*) then store in the child's portfolio.

Note: Do not compare the children's heights.

Repeat this activity every four to six months, to show how much the child has grown. Compare the two tapes.

**Steve is 3' 11" tall on
September 4, 2000.**

IDEAS FOR EXTENDING THE ACTIVITY:

- Make a weight chart for each child.
- Suggest that families have a height and weight chart at home for their child.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MY, HOW I HAVE GROWN!**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.22 Makes comparisons (scientific process: comparing)

MATERIALS: Current Height Charts, from activity: *How Tall Am I?*, the height of each child at birth (provided by parents), markers, yardstick or measuring tape

STEPS:

1. Ask children to use their hands to show how tall they were when they were born.
2. Use a yardstick or measuring tape to measure their height at birth, and mark on the strip of tape.
3. Discuss with the children how much they have grown and all the things they can do now.
4. Invite the children to talk about why they think they have grown. Guide them to include nutritious food (name some), rest/sleep, exercise, play, clothing, people who take care of them and medical care.

IDEAS FOR EXTENDING THE ACTIVITY:

- Send home a note to each parent with the following information:
_____ was _____ inches long at birth.
He/she is now _____ inches tall!
My, how he/she has grown!

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MANY KINDS OF BREAD**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Book or Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Health and Nutrition)

Language

BENCHMARKS: 4.3 Tries new foods before deciding whether he/she likes them

4.4 Recognizes different types of food

4.5 Shows awareness that some foods are better for your body than others

5.3 Expands vocabulary

MATERIALS: *Bread Bread Bread* by Ann Morris, photo illustrated by Ken Heyman and/or pictures of different kinds of bread**STEPS:**

1. Introduce the book, show the cover, tell the title, author and photographer.
2. Ask the children to discuss the kinds of bread with which they are familiar.
3. Read the book, allowing time for the children to absorb the pictures and relate their personal experiences with bread. Verbally label and add information as appropriate. For example: loaf, pita, rolls, tortillas.
4. Review the book by showing each page and inviting children to recall what they remember.
5. Encourage the children to discuss differences in breads featured in the book.
6. Have a sample of one type of bread for children to taste.

IDEAS FOR EXTENDING THE ACTIVITY:

- Have a bread tasting experience as part of snack. Include bread with which children are familiar and two or three additional kinds of bread. Have small pieces for tasting. Graph favorite breads after tasting.
- Make a pita sandwich with tuna salad for lunch or snack.
- Spread cream cheese on a toasted bagel for snack.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MAKING FOOD PLACE MATS**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Art Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Health and Nutrition)**BENCHMARKS:** 4.4 Recognizes different types of food

4.5 Shows awareness that some foods are better for your body than others

MATERIALS: 11 x 18" sheets of different colors of construction paper, glue or paste, markers, magazine or sale brochure photographs of healthy foods**STEPS:**

1. Allow each child to select a statement he/she wants on a place mat and write that statement for him/her. Statements to choose from: Food helps (*child's name*) grow.
Food keeps (*child's name*) healthy.
Food gives (*child's name*) energy.
2. Allow the children to select, cut out and glue some of their favorite foods (have only healthy foods) on the construction paper. Children may also like to draw some of their favorite foods. Encourage only healthy foods.
3. Allow the children to finish by decorating their place mats as they wish.
4. Laminate the place mats or cover them with clear contact paper.

IDEAS FOR EXTENDING THE ACTIVITY:

- Use the place mats for snacks or lunch.
- Allow the children to wipe the place mats clean after using them.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WHAT DO WE NEED TO STAY HEALTHY?**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Health and Nutrition)
Language**BENCHMARKS:** 4.2 Demonstrates health and personal care habits

5.4 Recognizes and identifies by name most common objects and pictures

5.8 Participants in group discussion

MATERIALS: Photos or pictures of children involved in health and nutrition related activities in the classroom. For example: washing hands, brushing teeth, eating healthy foods, exercising, resting on cots, putting on coats, playing outdoors in sunshine and drinking water

STEPS:

1. Explain to the children that you are going to show them pictures of things they do each day at school to help them stay healthy.
2. Show the pictures one at a time and invite the children to discuss what the children are doing in the pictures and how this helps keep them stay healthy. Add information as needed and as appropriate for the group.
3. Place these pictures in an album or booklet. Write children's dictated comments or captions about the pictures, give it a title and place it in the book center.

IDEAS FOR EXTENDING THE ACTIVITY:

- If a camera is available, take photos of the children in the room involved in the activities described above. Ensure that every child is in a photo.
- Invite the children to share home activities that help keep them healthy.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: PICTURE DAILY HEALTH SCHEDULE**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)
Physical (Health and Safety)**BENCHMARKS:** 3.18 Shows an awareness of time concepts

4.2 Demonstrates health and personal care habits

MATERIALS: Photos of children involved in health related activities. For example: washing hands, eating snack, group exercise, brushing teeth, eating lunch, playing outdoor and resting on cots/mats**STEPS:**

1. Take photos of the children involved in daily health practices. Be mindful to include all children.
2. Select photos that show all health practices and all children.
3. Show the photos to the children and invite them to discuss the activities in each one.
4. Ask the children to help you arrange the photos in the proper time sequence. Ask questions such as, "Which picture shows what you do before snack?" and "What do you do after lunch?" Use *time* words.

Note: You may want to have more than one photo of children washing hands.

IDEAS FOR EXTENDING THE ACTIVITY:

- Post a daily schedule which includes times and photos of activities. Include health related photos.
- Involve the children in dictating a caption for each photo, prompting them to state why they participate in the healthy practices.
- Place the photos in an album as part of a pictorial story of the program of activities. Place the album in the Book or Home Living Center.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – STONE SOUP**TOPIC OF STUDY:** My Body**BIG IDEA:** My Body Needs Care**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Book or Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Health and Nutrition)**BENCHMARKS:** 4.4 Recognizes different types of food

4.5 Shows awareness that some foods are better for your body than others

MATERIALS: *Stone Soup* by Marcia Brown**STEPS:**

1. Show children the cover, tell them the title and author.
2. Ask the children if they have ever heard of stone soup, what the name might mean and what ingredients might be in stone soup.
3. Read the story pausing every few pages to see if the children's predictions were correct or if they want to change their prediction.
4. At the end of the story have the children tell you the names of the different ingredients that were in the soup.
5. Write on a large piece of paper the ingredients the children told you.

IDEAS FOR EXTENDING THE ACTIVITY:

- Discuss the food items that were placed in the soup that are good for you. Label as vegetables those that are.
- Allow the children to retell the story using flannel board figures.
- Allow the children to dramatize the story using plastic foods and a large plastic pot.
- Take the children on a field trip to buy vegetables (market or grocery store).
- Assist the children in cutting up vegetables (plastic knives), and making their own stone soup for lunch or snack time.

EVALUATION OF COMPLETED ACTIVITY:

Topic of Study – Places Children Call Home

- Big Ideas:
1. Types of Homes
 2. Things Found in a Home
 3. Things We Do at Home
 4. Home Construction and Maintenance

Introduction to Places Children Call Home

The children who enter your classroom each day probably come from many kinds of homes. Some will have a spacious home and a private bedroom, while others live in a small apartment crowded with people. Some children will have lived in the same home since birth while other families move frequently. Some children may live in more than one home with more than one family or live in a foster home. There may be a child who is living in a temporary shelter.

Because of this diversity in places children call home, some teachers are hesitant to include this as a theme of study. However, no matter what kind of places children live in, these places are important to them. Therefore, children should be allowed to explore the theme that focuses on places they call home.

Mimi Brodsky Chenfeld (1997), in her book *Creative Experiences for Young Children* says, “Where children live is a deep representation of themselves.” She further states that because of this “Our acceptance of and respect for our children’s homes, no matter how different from our own, is vital to the building of trust and love in our rooms. . .” (p. 260).

Part of the respect and acceptance for children’s homes begins with planning experiences specifically for and with the children in the room. This is quite different from planning a stereotyped unit on homes or recycling last year’s lesson plans.

Becoming familiar with the places children call home is a challenge that calls for both sensitivity and an adherence to a professional code of confidentiality. A teacher living in the same community as the children and their families may have first-hand information about their homes. Other strategies to consider include home visits, enrollment forms, conferences and conversations with family members, discussions with and listening to children and photos from home. All of this information is for the primary purpose of planning activities and including materials and props that are supportive of and authentic for each child.

An early childhood classroom should also have a homey atmosphere of warmth and softness and offer a feeling of safety for children; a shelter for them when they are away from home and family. In addition, the room should be home-like in that it reflects the homes of the children and families who enter it each day. This home-like environment supports children as they make the transition from home to the place that is their home away from home.

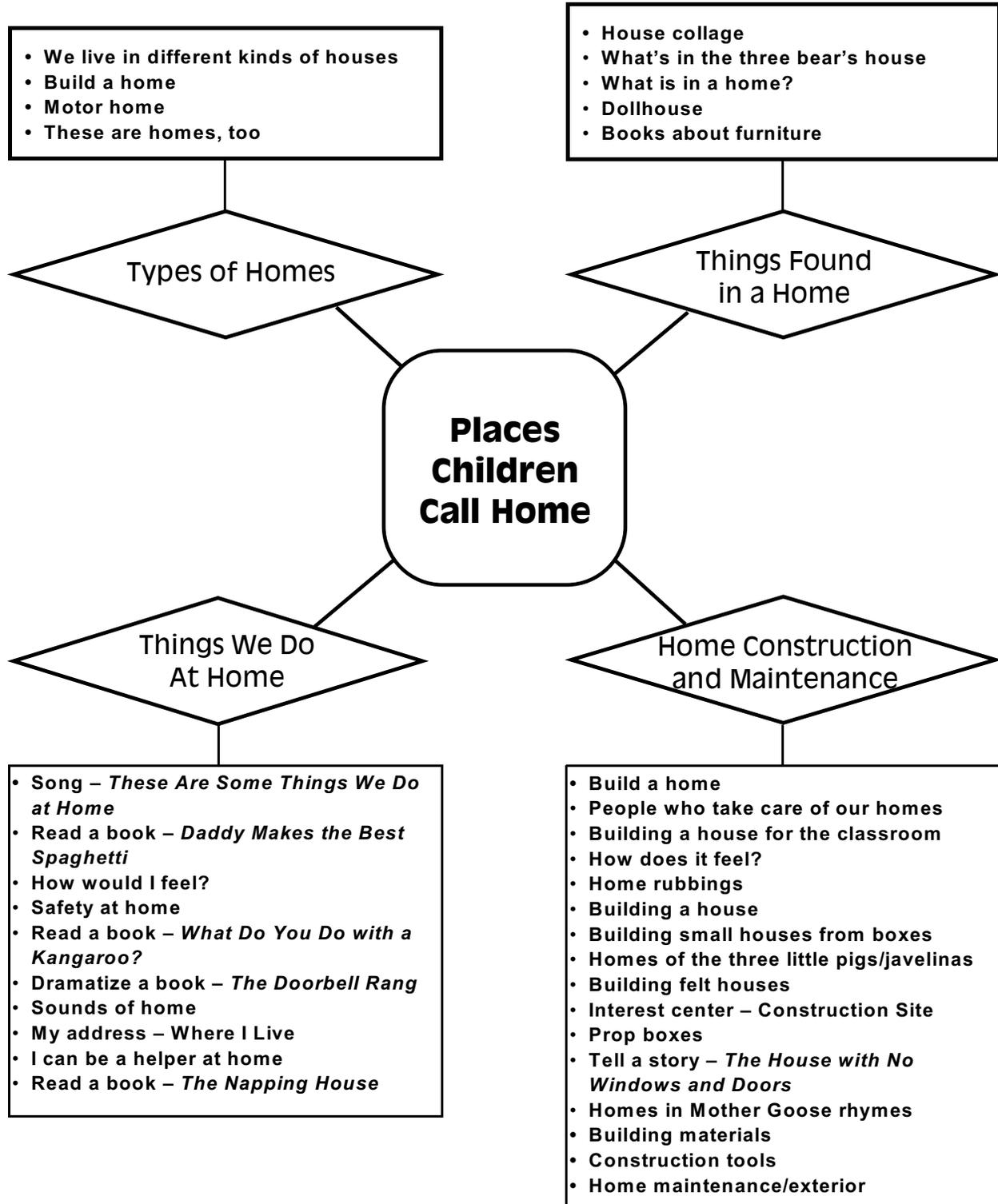
Many of the strategies and activities suggested in the *Arkansas Early Childhood Education Framework Handbook* specifically address the issue of creating classrooms that are reflective of the families served.

The activities presented here focus on four *big ideas* about homes. They were developed so that individual programs can adapt them to reflect the places children in their particular group call home.

Note: If topics of study are planned in suggested sequence and fold into each other, the topics of people who live in homes with children (families) and location of homes in the community will probably have been addressed. So base decisions about *Big Ideas* to include what has been covered previously. Integrate this previous information into this unit on *Places Children Call Home*.



Webbing Place Children Call Home



Benchmark Activity: WE LIVE IN DIFFERENT KINDS OF HOUSES

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Types of Homes
NUMBER OF CHILDREN: 12-18 or 5-6
SETTING (WHEN & WHERE): Large Group or Small Group – Book Center
DEVELOPMENTAL LEARNING STRANDS: Social/Emotional (Interact Socially)
BENCHMARKS: 1.15 Understands and respects differences

MATERIALS: Chart paper, markers, pictures/photos of different kinds of houses. Make sure pictures represent ALL children in the group.

STEPS:

1. Discuss with the children the different kinds of places where children might live. Record their responses on a large piece of chart paper.
2. Look at the pictures of the different kinds of houses.
3. Encourage the children to talk about the place they call home. Let them describe it for the group. This should be voluntary sharing. Some children may not feel comfortable telling where they live. Help children know that all the places they call home are acceptable.

IDEAS FOR EXTENDING THE ACTIVITY:

- Include books about different kinds of houses. For example: *Houses and Homes* by Ann Morris, photo illustrated by Ken Heyman.
- Graph the places in which children live: house, apartment, mobile home, for example.
- Read and discuss the book, *My House - Mi Casa* by Rebecca Emberly. This book labels in English and Spanish just about everything a child might find in a house.
- Arrange for a visit to a retirement home. This will require careful planning and preparation.
- Read and discuss the book, *My House* by Lisa Demisini. Using intriguing patterns, simple shapes and bright colors, this book takes a simple house through all seasons and all kinds of weather.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MOTOR HOME**TOPIC OF STUDY:** Places Children Call Home**BIG IDEA:** Types of Homes**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** School/Center Parking Lot**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math & Science)**BENCHMARKS:** 3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

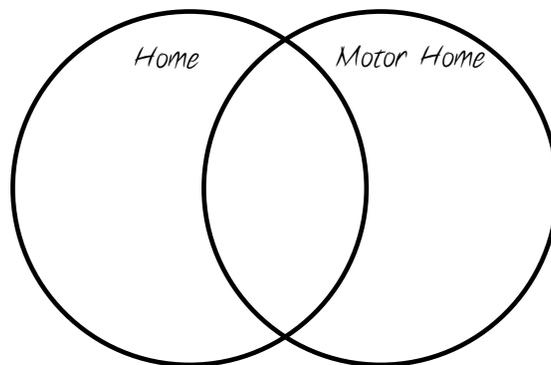
3.22 Makes comparisons (scientific process: comparing)

MATERIALS: Motor home**STEPS:**

1. Arrange for someone (family, relatives, friends, motor home company) to drive a motor home to the program site.
2. Take a few children (four to six) at a time inside the motor home.
3. Allow time for the children to look around and explore.
4. Point out some common features of homes and motor homes.
5. Back in the classroom, guide the children to discuss similarities and differences of homes and motor homes. Make a Venn Diagram to illustrate this.
6. Ask the children if they would like to live in a motor home. Ask the children why and why not.

IDEAS FOR EXTENDING THE ACTIVITY:

- Write an experience story about the children's visit to the motor home.
- Place motor home sale brochures in the library/book center for children to read.

**EVALUATION OF COMPLETED ACTIVITY:**

Benchmark Activity: THESE ARE HOMES, TOO

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Types of Homes
NUMBER OF CHILDREN: 4-6
SETTING (WHEN & WHERE): Small Group – Science/Discovery Center
DEVELOPMENTAL LEARNING STRANDS: Social/Emotional (Interact Socially)
Cognitive/Intellectual (Math/Science)
BENCHMARKS: 1.15 Understands and respects differences
3.22 Makes comparisons (scientific process: comparing)

MATERIALS: Picture display of homes that children may not have been in such as igloo, thatched roof cottage, houseboat, house on stilts, lighthouse, jungle hut and hogan

STEPS:

1. One at a time, show a picture of one of these homes and discuss with the children characteristics of these homes and where these homes might be found.
2. Invite the children to discuss the differences in these homes and the homes in which they live.

IDEAS FOR EXTENDING THE ACTIVITY:

- Reinforce with stories and books about families that live in homes such as these:
Houses and Homes by Ann Morris, photo illustrated by Ken Heyman.
A House is a House for Me by Mary Ann Hoberman, illustrated by Betty Frazer.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: SONG – THESE ARE SOME THINGS WE DO AT HOME**TOPIC OF STUDY:** Places Children Call Home **BIG IDEA:** Things We Do At Home**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Music Center**DEVELOPMENTAL LEARNING STRANDS:** Physical (Fine and Gross Motor)
Creative/Aesthetic**BENCHMARKS:** 2.5 Enjoys singing games, dramatizing songs and moving to music
4.7 Uses small muscles for self-help skills
4.9 Freely participates in gross motor activities**MATERIALS:** Tune of *Here We Go 'Round the Mulberry Bush***STEPS:**

1. Begin to sing, "This is the way we sweep the floor, sweep the floor, sweep the floor. This is the way we sweep the floor, when it gets so dirty." Make sweeping motions as you sing.
2. Add other home activities to sing and act out.
3. Invite children to name activities they and their families do at home and sing and act out.
Examples: Iron the clothes. Fold the clothes.
 Stir the food. Climb the steps/stairs.
 Bounce the ball.

IDEAS FOR EXTENDING THE ACTIVITY:

- Pantomime an activity and ask children to guess what it is.
- Allow the children who want to, pantomime an activity, and other children guess what it is.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – DADDY MAKES THE BEST SPAGHETTI**TOPIC OF STUDY:** Places Children Call Home**BIG IDEA:** Things We Do At Home**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.1 Shows enjoyment of books and stories and discussion of them**MATERIALS:** *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines**STEPS:**

1. Discuss the illustration on the cover of the book and let children predict what the story might be about. Tell the title, the author and the illustrator.
2. Read the story, pause and ask if their predictions are correct or if they would like to change their prediction.
3. Pause at the conclusion, allowing the children to digest the story and give their honest feedback.
4. Discuss the story and the illustrations. Decide if predictions were correct. Discuss the night routines at their homes. Who cooks supper? Who helps with bath time?

IDEAS FOR EXTENDING THE ACTIVITY:

- Involve children in developing their recipe for making spaghetti. Write their dictated recipe on a large recipe card, illustrate with drawings or pictures. Post in home living/dramatic play area.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HOW WOULD I FEEL?**TOPIC OF STUDY:** Places Children Call Home**BIG IDEA:** Things We Do At Home**NUMBER OF CHILDREN:** 5-7 children**SETTING (WHEN & WHERE):** Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Language**BENCHMARKS:** 5.6 Uses words to communicate ideas and feelings

MATERIALS: Stick puppets representing feelings such as anger, happiness, excitement, fear and sadness. Questions about things/situations that might happen at home.

STEPS:

1. Review with the children the feelings each puppet expresses.
2. Allow each child to select a puppet.
3. Present a situation and ask, "If this happened to you how would it make you feel?"

Example situations:

- Mother/daddy cooks my favorite food.
- It's raining and I can't go outside to ride my new tricycle.
- My brother and sister are arguing and shouting at each other.
- The TV is broken and I can't watch my favorite show.
- Daddy says I have to clean up my room before I can go to my friend's house.
- Grandmother is coming to visit.
- Uncle Jay brought me a puppy.
- One night I heard a noise outside my window.
- Encourage the child to hold up the appropriate puppet.

IDEAS FOR EXTENDING THE ACTIVITY:

- Show the children a puppet and let them describe a situation to match the feeling.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: SAFETY AT HOME

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Things We Do At Home

NUMBER OF CHILDREN: 12-18 or 4-6

SETTING (WHEN & WHERE): Large Group or Small Group – Science/Discovery Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Social Studies)
Social/Emotional (Interact Socially)

BENCHMARKS: 1.10 Demonstrates trust in adults
3.31 Shows awareness of safe behavior

MATERIALS: Empty medicine bottles and empty cleaning product containers (thoroughly washed out)

STEPS:

1. Show children the empty containers and allow them to examine them.
2. Invite the children to discuss the products that have been stored in the containers. Listen for comments related to safety.
3. Guide the children to discuss that medicines and cleaning products are not to be played with at home or anywhere.
4. Discuss with children that medicine their parents bring from home (if allowed at the site) and cleaning products are kept in a locked area to protect the children.
5. Invite children to share other ways we keep ourselves safe at home and at school.

IDEAS FOR EXTENDING THE ACTIVITY:

- Send home fire drill information. Suggest families practice fire drills at home.
- Send a Home Safety Check List for families to evaluate their homes. Include information about medicine safety. Also share the safety ideas that are being discussed with their children.
- Secure home safety pamphlets from local resources such as the Health and Fire Departments to share with parents.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – WHAT DO YOU DO WITH A KANGAROO?

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Things We Do At Home

NUMBER OF CHILDREN: 12-18 or 4-6

SETTING (WHEN & WHERE): Large Group or Small Group – Book Center

DEVELOPMENTAL LEARNING STRANDS: Language
Cognitive/Intellectual (Language Arts)

BENCHMARKS: 3.1 Shows enjoyment of books and stories and discussion of them
5.9 Uses language to problem solve

MATERIALS: *What Do You Do With a Kangaroo?* by Mercer Mayer

STEPS:

1. Show children the title page of the book. Tell the title, author and illustrator. Note: Tell the children that Mercer Mayer was born in Arkansas. Ask the children to predict what they think will happen in the book.
2. Read the first two pages and ask the children to respond to the question “What do you do?”
3. Turn the pages and let the children see the illustrations, then read the text and compare to the children’s predictions.
4. Continue, following the procedures in steps two and three.
5. Allow time for the children to look at and react to the illustrations, pause as you get to the end of the book to allow time for the children’s reactions.

IDEAS FOR EXTENDING THE ACTIVITY:

- Ask children to think of other animals that might come into their homes and the silly things they could do.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: DRAMATIZE A BOOK – THE DOORBELL RANG**TOPIC OF STUDY:** Places Children Call Home**BIG IDEA:** Things We Do At Home**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math)**BENCHMARKS:** 3.13 Demonstrates one-to-one correspondence

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

3.16 Demonstrates an understanding of addition and subtraction, using manipulatives

MATERIALS: *The Doorbell Rang* by Pat Hutchins; cookies made from plastic, poster board or craft foam; small plastic plates**STEPS:**

1. Read the book, *The Doorbell Rang* by Pat Hutchins. Encourage the children to predict what will happen each time the doorbell rings.
2. Let children become the characters from the book, acting out the parts as you read the story.
3. Use the cookies as props while the story is being acted out.
4. Encourage children to count with you as the cookies are divided among the children in the story.

IDEAS FOR EXTENDING THE ACTIVITY:

- Place the book, plates and cookies in the dramatic play center so the children can continue to dramatize the story.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: SOUNDS OF HOME

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Things We Do At Home

NUMBER OF CHILDREN: 12-18 or 4-6

SETTING (WHEN & WHERE): Large Group or Small Group – Science/Discovery Center

DEVELOPMENTAL LEARNING STRANDS: Creative/Aesthetic

BENCHMARKS: 2.8 Identifies the source of a variety of sounds

MATERIALS: Tape or CD (purchased or teacher made) of sounds heard in the home: water running, vacuum cleaner, telephone, door closing, doorbell, washing machine, alarm clock ringing, dogs barking, cats meowing

STEPS:

1. Explain to the children that they will be hearing sounds they might hear at home. Stress listening to the sounds.
2. Play the tape, one sound at a time, stopping after each sound to allow the children to identify it.

IDEAS FOR EXTENDING THE ACTIVITY:

- In small groups, have pictures of the items heard on the tape or CD. Each child has one picture and holds it up when the corresponding sound is heard.
- Make lotto boards that picture each event or object represented on the tape or CD. Give each child a lotto board and a set of markers to place on each picture as it's related sound is identified.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MY ADDRESS – WHERE I LIVE**TOPIC OF STUDY:** Places Children Call Home**BIG IDEA:** Things We Do At Home**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Manipulatives Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts and Math)**BENCHMARKS:** 3.7 Identifies letters and signs in the environment

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

MATERIALS: Photographs of the children's homes, index cards and markers**STEPS:**

1. Request parents send a photograph of their family's home to class or have the children draw a picture of their home.
2. As a child dictates (if they can) write each child's address (street number and street name) on a 3 x 5" index card.
3. Spread out the cards on a table and invite the children to find their address card and place it beneath their home photo or drawing. You may add children's names to the cards to make identification easier.

IDEAS FOR EXTENDING THE ACTIVITY:

- Make magnetic street signs (one for each child with their address) by writing a child's name and their address on tag board or cardstock. Write the name and address using large upper and lower case letters and numerals. Provide magnetic alphabet letters, numerals and a magnetic board. The children match the letters with their address. Place in the Book Center.
- Make two piece puzzles, one per child, as follows. Half of the puzzle with the house number of a child and the other half of the puzzle with the street name. The children match the two pieces to complete their address. You may add identical stickers to the two piece puzzle to make identification easier.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: I CAN BE A HELPER AT HOME

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Things We Do At Home

NUMBER OF CHILDREN: 4-6

SETTING (WHEN & WHERE): Small Groups – Dramatic Play/Home Living Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Social Studies)
Social/Emotional (Interact Socially)

BENCHMARKS: 1.19 Works cooperatively with others on completing a task
3.30 Functions as a member of the classroom community
3.32 Cares for the Environment

MATERIALS: Pictures or photos of family members working together at tasks such as gardening, cooking, cleaning (include pictures of people attempting to do tasks that are too difficult for one person)

STEPS:

1. In small groups introduce the topic by telling children that they will look at pictures about people helping each other at home.
2. As you show the pictures ask questions that involve *helping* or *help*, for example: “Tell me who needed help,” “Tell me who tried to help,” “Tell me what____ did to help,” “Tell me about a time you needed help and someone helped you,” “Tell me how this made you feel when that person helped you,” or “How do you think they felt?”
3. Follow through and respond to personal experiences children have had as recipients of help or as helpers and the feeling associated with this.

IDEAS FOR EXTENDING THE ACTIVITY:

- Tell the children that the classroom is like a home away from home. Involve them in discussing ways we can help each other and how this makes us feel. Include situations, such as “George is bringing in the basket of toys from the playground and it is really heavy. How can you help him?”
- Discuss ways children can be a helper at home. Make a list of ways children say they can be a helper.
- Invite children to draw a picture of some ways they can help at home. Ask the children individually to tell you about their picture and ask permission to write what they say on the bottom of their picture or on another piece of paper that can be attached to their drawing.
- Repeat the activity with *Things I can do to be a helper in the classroom*.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK: *THE NAPPING HOUSE***TOPIC OF STUDY:** Places Children Call Home **BIG IDEA:** Things We Do At Home**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.1 Shows enjoyment of books and stories and discussion of them
3.2 Tells a story in sequence, following the pictures in a book**MATERIALS:** *The Napping House* by Audrey Wood, illustrated by Don Wood**STEPS:**

1. Discuss the illustration on the cover of the book and let children predict what the story might be about. Tell the title, the author and the illustrator. (Special note: Share the information that Audrey Wood is from Little Rock!)
2. Read the story, encouraging the children to participate in the language pattern. Pause and ask if their predictions are correct or if they would like to change their prediction.
3. Pause at the conclusion, allowing the children to digest the story and give their honest feedback.
4. Discuss the story and the illustrations, pointing out the darkness of the illustrations in the beginning, and as the rain quits and the sun comes out, the illustrations become lighter. Decide if predictions were correct.

IDEAS FOR EXTENDING THE ACTIVITY:

- Children draw a picture of a house using crayons and then paint over the complete picture with very weak blue tempera (wash).
- Encourage children to use props to retell the story using a doll bed, doll for granny, doll for child, toy dog, toy cat, toy mouse and flea (small pompom).

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HOUSE COLLAGE

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Things Found in a Home
NUMBER OF CHILDREN: 4 to 6
SETTING (WHEN & WHERE): Small Group – Art Center
DEVELOPMENTAL LEARNING STRANDS: Social/Emotional (Experience Success and Interact Socially)
BENCHMARKS: 1.8 Uses planning in approaching a task or activity
1.19 Works cooperatively with others on completing a task

MATERIALS: Large sheet of bulletin board paper, approximately 3' x 6', home-decorating magazines, furniture store newspaper inserts, scissors, glue sticks or glue stick applicators

STEPS:

1. Involve children in determining, naming and listing rooms they want in their house.
2. Section the paper, using markers, into rooms and label as directed by the children.
3. Distribute magazines and encourage children to work in pairs or small groups to search for pictures for each room.
4. Involve children in placing at least one piece of furniture in a room as a picture label guide.
5. Guide children to use glue to add furnishings to appropriate rooms.
6. Encourage children to discuss why they have chosen the furnishings and their functions.

Note: This activity may take place over more than one day.

IDEAS FOR EXTENDING THE ACTIVITY:

- For younger children (three year olds, for example) cut out pictures of furniture and appliances ahead of time and group. Guide them to select pictures to place on each room.
- Add a yard and some catalogs with play equipment and invite the children to add in play yard.
- Plan a similar activity with felt board figures.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WHAT'S IN THE THREE BEAR'S HOUSE

TOPIC OF STUDY: Places Children Call Home

BIG IDEA: Things Found in a Home

NUMBER OF CHILDREN: 12-18 or 4-6

SETTING (WHEN & WHERE): Large Group or Small Group – Book Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math)

BENCHMARKS: 3.13 Demonstrates one-to-one correspondence

3.14 Demonstrates the ability to order and sequence

MATERIALS: *The Three Bears* retold and illustrated by Paul Galdone

STEPS:

1. Discuss the illustration on the cover of the book and let children predict what the story might be about. Tell the title and who retold and illustrated the book. Encourage the children to think about the different things that are found in the three bears' home.
2. Read the story, encouraging the children to participate in the language pattern. Pause and ask if their predictions are correct or if they would like to change their predictions.
3. Pause at the conclusion, allowing the children to digest the story and give their honest feedback.
4. Decide if the predictions were correct. Discuss the story and the different things that were found in the three bear's home.

IDEAS FOR EXTENDING THE ACTIVITY:

- Add three different size bears, bowls, chairs and pillows or towels to the home living area for children to use in retelling the story.
- Add a felt board and felt story figures to the library area for retelling the story.
- Sort the felt board figures on a chart according to the room in which they belong.

KITCHEN	LIVING ROOM	BEDROOM

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WHAT IS IN A HOME?

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Things Found in a Home
NUMBER OF CHILDREN: 4 to 6
SETTING (WHEN & WHERE): Small Group – Manipulatives
DEVELOPMENTAL LEARNING STRANDS: Language
BENCHMARKS: 5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures

MATERIALS: Pictures of common items found in a home (these can be cut from catalogs, magazines and advertisements)

STEPS:

1. Guide the children as they recognize and identify the pictures.
2. Encourage the children to describe how the items are used or what they are used for.

IDEAS FOR EXTENDING THE ACTIVITY:

- Suggest children sort these pictures and objects on a large graph and title it *Things Found in the Home*.

THINGS FOUND IN THE HOME			
KITCHEN	LIVING ROOM	BEDROOM	BATHROOM

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: DOLLHOUSE

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Things Found in a Home
NUMBER OF CHILDREN: 2 to 4
SETTING (WHEN & WHERE): Small Group – Dramatic Play/Home Living or Block Center (on carpeted area of classroom)
DEVELOPMENTAL LEARNING STRANDS: Creative/Aesthetic
Cognitive/Intellectual (Social Studies)
BENCHMARKS: 2.1 Shows creativity and imagination in play with materials and props
3.32 Cares for the environment

MATERIALS: Purchased dollhouse and furniture or wooden or cardboard boxes stacked side by side or on top of each other, collection of small boxes, spools and multi-ethnic small people figures

STEPS:

1. Introduce the dollhouse and props to children. If you are using recycled materials, show them to the children, allow them to examine the items and invite them to suggest how they might be used in dollhouse play.
2. Place dollhouse and props on the floor which is either carpeted or place on a small rug.
3. Help children obtain additional materials they may request to add to their dollhouse.

IDEAS FOR EXTENDING THE ACTIVITY:

- Share with parents ideas for inexpensive dollhouses using recycled materials. Involve families in saving these materials for the classroom.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BOOKS ABOUT FURNITURE

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Things Found in a Home

NUMBER OF CHILDREN: 12-18 or 4-6

SETTING (WHEN & WHERE): Large Group or Small Group – Book Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Language Arts)

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

MATERIALS: *Peter's Chair* by Ezra Jack Keats, *A Chair for My Mother* by Vera B. Williams, *Goldilocks and the Three Bears* by Paul Galdone, *Five Little Monkeys Jumping on the Bed* by Eileen Christelow

STEPS:

1. Read a book (choose from those listed) to the children letting them predict what will happen by looking at the cover illustration. Emphasize the pieces of furniture in the story.
2. Check the story predictions that the children made. Always allow them to change their predictions as the story progresses. Accept all answers, and help children to feel good about their guesses even if they are incorrect.
3. Let the children describe the same pieces of furniture that they have in their homes/rooms.

IDEAS FOR EXTENDING THE ACTIVITY:

- Read additional books and follow the procedure listed above.
- Place the books in the book center along with small replicas (doll house) furniture pieces to use as props for story retelling.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BUILDING A HOUSE FOR THE CLASSROOM**TOPIC OF STUDY:** Places Children Call Home **BIG IDEA:** Home Construction and Maintenance**NUMBER OF CHILDREN:** 4 to 6**SETTING (WHEN & WHERE):** During Center Time over several days**DEVELOPMENTAL LEARNING STRANDS:** Social/Emotional (Interact Socially)**BENCHMARKS:** 1.1 Demonstrates ability to make choices

1.8 Uses planning in approaching a task or activity

1.19 Works cooperatively with others on completing a task

MATERIALS: Refrigerator or freezer carton, tempera paint and small paint rollers or brushes, wall paper and fabric scraps**STEPS:**

1. Introduce the project of building a house to children.
2. Involve them in deciding the location of doors and windows and cut them out.
3. Suggest that children paint the house, first deciding on color(s).
4. Suggest that the children decorate the inside of the house.
5. Help children obtain additional materials they may request, such as mailbox or a chimney, for example.
6. When the house is complete, allow the children to help decide where to place the house. For example, children may want to place the house in Home Living, Blocks or Book Centers.

IDEAS FOR EXTENDING THE ACTIVITY:

- During large group time, initiate a discussion regarding the need to be considerate and to share the responsibility for maintenance and safety when people live together in the same home. Since they will be sharing the home they built, guide them to decide together on some rules for its use. Write simple rules and draw simple illustrations. Post them near the home for future reference.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BUILD A HOME

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 2 to 4

SETTING (WHEN & WHERE): Block Center

DEVELOPMENTAL LEARNING STRANDS: Creative/Aesthetic
Physical (Fine Motor)

BENCHMARKS: 2.1 Shows creativity and imagination in play with materials and props
4.6 Coordinates eye and hand movements to complete tasks

MATERIALS: Unit blocks, Lincoln Logs™, pieces of cardboard, fabric scraps, carpet scraps, pictures of different kinds of homes and family figures

STEPS:

1. Introduce the materials as house building materials.
2. Encourage children to design/build different kinds of homes.

IDEAS FOR EXTENDING THE ACTIVITY:

- Take a digital photograph of the *homes* children build. As they tell about these homes and describe them, record their observations.
- Suggest children draw the *homes* they build.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HOW DOES IT FEEL?

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 2-4

SETTING (WHEN & WHERE): Science/Discovery Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math/Science)

BENCHMARKS: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process of observing)

3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

MATERIALS: Examples of construction materials such as: bricks, gravel, stone, paneling scraps, shingles, floor tile, carpet scraps, textured and non-textured wallpaper samples and PVC pipe. For recording descriptive words use markers, marker board, chart paper or index cards.

STEPS:

1. Place materials in Science/Discovery Center.
2. Observe children as they explore materials and respond to their comments.
3. Help the children identify the objects and discuss how they are used in home construction.
4. Guide the children to describe characteristics of the materials.
5. Record their descriptive words on marker board, chart paper or index cards.

IDEAS FOR EXTENDING THE ACTIVITY:

- Add a magnifying glass for a closer look at the building materials.
- Make labels for each item (on index cards). Suggest that the children match the items to the correct word card.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: PEOPLE WHO TAKE CARE OF OUR HOMES

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 4-6

SETTING (WHEN & WHERE): Small Group – Dramatic Play/Home Living Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Social Studies)

BENCHMARKS: 3.29 Shows awareness of the roles people play in society

MATERIALS: Pictures depicting situations at home that require service (garbage can, broken TV, water leak, house on fire), or objects or pictures of objects used by service/repair people

STEPS:

1. Show children the pictures or objects one at a time.
2. Ask children who they would call to help with the problem.

IDEAS FOR EXTENDING THE ACTIVITY:

- Invite a service/repair person to visit the classroom, bringing the tools they use. Allow the children to examine the tools if the tools are safe and if the visitor approves.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HOME RUBBINGS

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 4-6

SETTING (WHEN & WHERE): Art or Science/Discovery Center (Indoors and/or Outdoors)

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math/Science)
Creative/Aesthetic

BENCHMARKS: 2.10 Explores and manipulates art media
3.22 Makes comparisons (scientific process: comparing)
3.23 Shows awareness of cause-effect relationships

MATERIALS: Butcher paper (one foot squares), crayons with paper peeled off, brick, roofing shingles, textured wallpaper samples

STEPS:

1. Demonstrate to children how to make a rubbing.
2. Allow children to experiment with this process and the materials provided.
3. Take the activity outdoors and suggest children make a rubbing of the side of a building, the concrete walk and tree bark for example.

IDEAS FOR EXTENDING THE ACTIVITY:

- Encourage children to think of other objects that might be used for rubbings.
- Send a square of paper and peeled crayon home with each child with a note to parents on how to help children make a rubbing on the outside surfaces of their home and how to help their child label the rubbings. When children bring them back to school, compare and discuss their rubbings.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BUILDING A HOUSE

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 2

SETTING (WHEN & WHERE): Science/Discovery or Manipulatives Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math)

BENCHMARKS: 3.14 Demonstrates the ability to order and sequence

MATERIALS: *How A House Is Built* by Gail Gibbons, sequence cards that show the steps in building a house (5-10 cards, depending on the children's abilities)

STEPS:

1. Introduce the sequence cards and books to children.
2. Place the cards and book in the Science/Discovery Center or in the Manipulatives Center.
3. Observe as children put the cards in order.
4. Invite the children to explain why they put the cards in the order they did.

Hint: Depending on the abilities of the children, you may want to provide a numbered board to assist children in sequencing the pictures.

IDEAS FOR EXTENDING THE ACTIVITY:

- Visit a construction site in the neighborhood and observe what is happening. If possible, take regular walking trips to the site. Take photos of the steps of construction and, with the children's help put them in an album. Write the date and children's comments for each photo. After the visit, involve the children in writing a language experience story.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BUILDING SMALL HOUSES FROM BOXES

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance
NUMBER OF CHILDREN: 4-6
SETTING (WHEN & WHERE): Art Center (over several days)
DEVELOPMENTAL LEARNING STRANDS: Social/Emotional (Interact Socially and Experience Success)
Creative/Aesthetic
BENCHMARKS: 1.1 Demonstrates ability to make choices
1.8 Uses planning in approaching task or activity
1.19 Works cooperatively with others on completing a task
2.1 Shows creativity and imagination in play with materials and props
2.12 Preplans art project and then works with care

MATERIALS: Small boxes, small house shaped milk cartons (washed out), shoe boxes, small scraps of wood, markers, fabric samples, wallpaper samples, small pieces of carpet and tile, scissors, glue, markers, tape, empty spools, wooden coffee stirrers, magazines and tempera paint

STEPS:

1. Introduce the materials as construction materials for building a small house.
2. Allow the children to examine some of the materials and invite them to share ideas for how they can be used to build a house.
3. Place the materials in the art center on tables.
4. Observe as children create with the materials.
5. Be available to supply additional materials they may request.

Note: This project can extend over several days!

IDEAS FOR EXTENDING THE ACTIVITY:

- Suggest that children put their houses together to create a community. Place completed houses in the block center. Children might name the street and make a street sign. Add small people figures to the community.
- Invite parents to visit the community built by the children.

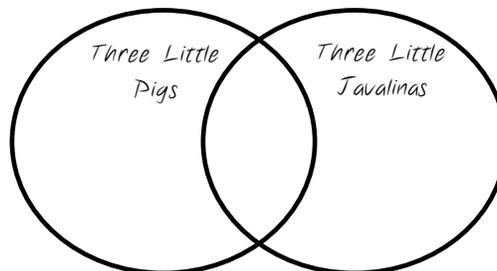
EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HOMES OF THE THREE LITTLE PIGS/JAVELINAS**TOPIC OF STUDY:** Places Children Call Home **BIG IDEA:** Home Construction and Maintenance**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group - Book Center**DEVELOPMENTAL LEARNING STRANDS:** Language**BENCHMARKS:** 5.10 Follows directions in sequence**MATERIALS:** *The Three Little Pigs* by Paul Galdone**STEPS:**

1. Discuss the illustration on the cover of the book and let children predict what the story might be about. Tell the title and who retold and illustrated the book. Encourage the children to think about the different things the three pigs used in building their homes.
2. Read the story, encouraging the children to participate in the language pattern. Pause and ask if their predictions are correct or if they would like to change their predictions.
3. Pause at the conclusion, allowing the children to digest the story and give their honest feedback.
4. Decide if the predictions were correct. Discuss the story and the different things that were used in the building of the homes.
5. Involve the children in retelling the story, recalling the sequence of events.

IDEAS FOR EXTENDING THE ACTIVITY:

- Read the book, *The Three Little Javalinas* by Susan Lowell, illustrated by Jean Harris (a southwestern adaptation of *The Three Little Pigs*).
- Introduce new words in the book and compare them to things with which the children are familiar. Discuss with the children how the two stories are alike and different. Illustrate on a Venn Diagram.

**EVALUATION OF COMPLETED ACTIVITY:**

Benchmark Activity: BUILDING FELT HOUSES**TOPIC OF STUDY:** Places Children Call Home **BIG IDEA:** Home Construction and Maintenance**NUMBER OF CHILDREN:** 2-3**SETTING (WHEN & WHERE):** Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Creative/Aesthetic**BENCHMARKS:** 2.1 Shows creativity and imagination in play with materials and props**MATERIALS:** Felt shapes (squares, rectangles, triangles and circles) of different sizes and colors, felt trees, flowers and figures of people and pets**STEPS:**

1. Introduce the felt shapes and felt board to the children in group time.
2. Place the felt board and felt figures in the library area.
3. Mount pictures/photos of different types of homes on a wall in the library area at children's eye level.
4. Have books showing different types of homes.
5. Allow children to play with the materials as they choose.
6. Respond to the children's comments about what they are doing.

IDEAS FOR EXTENDING THE ACTIVITY:

- In the Art Center, provide various sizes, colors and textures of paper cut in shapes (circles, squares, rectangles, triangles), large pieces of heavy art or construction paper and glue or paste. Introduce the materials to the children and suggest they might be used to construct a house. Encourage the children to plan their house by laying different shapes on their large piece of paper. Encourage them to make different sizes and shapes of houses before gluing or pasting their houses. (DO NOT SHOW CHILDREN PATTERNS!)

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: INTEREST CENTER: CONSTRUCTION SITE

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 4-6

SETTING (WHEN & WHERE): Dramatic Play/Home Living, or Block Center

DEVELOPMENTAL LEARNING STRANDS: Creative/Aesthetic
Cognitive/Intellectual (Social Studies)

BENCHMARKS: 2.1 Shows creativity and imagination in play with materials and props
2.2 Participates in dramatic play themes that become more involved and complex
2.3 Assumes various roles in dramatic play situations
3.29 Shows awareness of the roles people play in society

MATERIALS: *How A House Is Built* and *Tool Book* by Gail Gibbons; brick (cardboard) blocks, unit blocks, hollow blocks, construction hats, tool belt, PVC pipe, lunch boxes, old house plans, work gloves, goggles, construction site signs (photos or pictures), books about construction

STEPS:

1. In large group, introduce the different tools and equipment that might be found at a construction site.
2. Allow children to examine the materials and discuss what they are, why and how they are used.
3. Allow children to help decide where to place the props for play.
4. Visit the site, as children are playing there, and involve them in deciding on and writing and illustrating appropriate signs. For example: *Danger! Hard Hat Area, Construction Site - Keep Out.*
5. Allow the materials to remain in the area until children seem to tire of them.

IDEAS FOR EXTENDING THE ACTIVITY:

- Arrange a field trip to see a house being built, painted, repaired or renovated.
- Take materials such as hollow blocks, construction hats, tool belt, PVC pipe, lunch boxes, work gloves and goggles outdoors. Add boards (no splinters), milk crates and wagons. Help the children designate an area of the playground as their construction site.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: PROP BOXES

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 4-6

SETTING (WHEN & WHERE): Dramatic Play /Home Living or Block Center

DEVELOPMENTAL LEARNING STRANDS: Creative/Aesthetic
Cognitive/Intellectual (Social Studies)

BENCHMARKS: 2.1 Shows creativity and imagination in play with materials and props
2.2 Participates in dramatic play themes that become more involved and complex
2.3 Assumes various roles in dramatic play
3.29 Shows awareness of the roles people play in society

MATERIALS:

- Painter: cap, paint brushes, empty paint cans, paint tray, rollers, stir sticks
- Carpenter: hard hat, tool belt, tools, boards (no splinters), set of house plans
- Plumber: PVC pipes, joints, fittings and flexible tubing
- Electrician: tool belt, hard hat, pieces of colorful wire
- Gardner: child's lawn mower, child-size garden tools (plastic set works fine), seed catalogs, seed packages, hat/bonnet, garden gloves, bucket

STEPS:

1. Introduce items during whole group and guide children to discuss the proper way to use them and what they are for.
2. Place items in the center for children to explore and use in dramatic play.

Note: Rotate the prop boxes. Make sure all materials and props are safe for children's use.

IDEAS FOR EXTENDING THE ACTIVITY:

- Invite people who use these materials to come to the classroom.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: TELL A STORY – THE HOUSE WITH NO WINDOWS AND DOORS**TOPIC OF STUDY:** Places Children Call Home **BIG IDEA:** Home Construction and Maintenance**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Science)**BENCHMARKS:** 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)**MATERIALS:** *The House With No Windows and Doors* (on following page), paper sack, apples and knife**STEPS:**

1. Tell the story as directed.
2. Pause to let children react to the surprise ending.
3. Allow children to examine the apple after it has been cut.
4. Ask children what they think it would be like to live in a house with no windows and no doors.
5. Ask children, "When you look out the window at your house, what do you see?" Record their comments.

IDEAS FOR EXTENDING THE ACTIVITY:

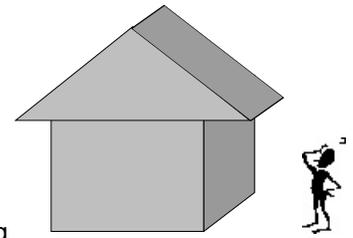
- Have apples for snack. Include two or three different colors, Red Delicious, Golden Delicious and Granny Smith, for example. Before cutting them, ask the children if they think they will see the star in all the apples. Cut the apples in half and let them see the results. Then cut in slices and serve.

EVALUATION OF COMPLETED ACTIVITY:

The House With No Windows and Doors

Retold by Beverly C. Wright

Matthew didn't have anything to do. He asked his mother if she could think of something fun for him to do. Finally, his mother said, "Matthew, I have something for you to look for. I want you to look for: A round, red house, with no windows and no doors, a chimney on top and a star inside."



Matthew was so excited. He told his mother good-bye and started walking down the road. Soon Matthew saw a little girl planting some flowers. He stopped and told the little girl he was looking for: **"A round, red house, with no windows and no doors, a chimney on top and a star inside."**

The little girl said she was sorry, but she hadn't seen a house like that before. Matthew walked on down the road.

Matthew saw a group of children playing baseball. He stopped and told the children he was looking for: **"A round, red house, with no windows and no doors, a chimney on top and a star inside."**

The children playing baseball said they were sorry, but they hadn't seen a house like that before. Matthew walked on down the road.

Matthew saw a mail carrier. Surely, she would know where to find this house. He stopped and told the mail carrier he was looking for: **"A round, red house, with no windows and no doors, a chimney on top and a star inside."**

The mail carrier said she was sorry, but she hadn't seen a house like that before. She told Matthew to ask Farmer Brown. Matthew walked on down the road.

Matthew finally found Farmer Brown looking at the apple trees in his orchard. Matthew stopped and told Farmer Brown he was looking for: **"A round, red house, with no windows and no doors, a chimney on top and a star inside."**

Farmer Brown smiled and said, "Matthew I just found a worm in one of my apples. I guess you could say an apple is a worm's house. Could this be the house you are looking for? Take one of these apples home to your mother and see if she can find a star inside." Matthew was so excited. He thanked Farmer Brown and he ran all the way home, carefully holding the apple Farmer Brown gave him.



When Matthew got home he showed his mother the apple and he said, "Mother, Farmer Brown said an apple is a home for a worm, and it's a round, red house, with no windows and no doors, the stem is a chimney on top. But mother, is there a star inside?" Matthew's mother took the apple, laying it on its side and cut it in half. There inside the apple was a star! "Great work, Matthew," she said. "You have found: **A round, red house, with no windows and no doors, a chimney on top and a star inside.**"

Note: As Farmer Brown gives Matthew an apple, pull a large, red apple with a stem out of a paper sack. Lay the apple on its side and slice in half. Notice the star pattern inside.

Benchmark Activity: HOMES IN MOTHER GOOSE RHYMES

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 12-18 or 4-6

SETTING (WHEN & WHERE): Large Group or Small Group – Book Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Language Arts)
Language

BENCHMARKS: 3.1 Shows enjoyment of books and stories and discussion of them
5.5 Participates in songs, finger plays, rhyming activities and games

MATERIALS: Mother Goose Books, such as *Tomie dePaola's Mother Goose* by Tomie dePaola or *My Very First Mother Goose* by Iona Opie, illustrated by Rosemary Wells; chart and marker

STEPS:

1. Ahead of time, find Mother Goose rhymes that mention homes or things found in homes. Some examples are: *There Was an Old Woman Who Lived in a Shoe*; *Peter, Peter, Pumpkin Eater* and *There Was a Crooked Man*.
2. Read the rhyme with the children.
3. Repeat the rhyme the second time with the children asking them to help you say it.
4. On the chart write the name of the rhyme (or glue a picture representing the rhyme) and ask the children to identify the home or object found in the home from the rhyme. Write the item on the chart.

<u>RHYME</u>	<u>HOME/ITEM FOUND IN HOME</u>
<i>There Was an Old Woman Who Lived in a Shoe</i>	Shoe
<i>Peter, Peter, Pumpkin Eater</i>	Pumpkin

5. Involve the children in discussing what it might be like to live in a shoe, a pumpkin or a crooked house.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BUILDING MATERIALS**TOPIC OF STUDY:** Places Children Call Home **BIG IDEA:** Home Construction and Maintenance**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Manipulatives or Woodworking/Construction (carpeted area)**DEVELOPMENTAL LEARNING STRANDS:** Physical (Fine Motor)**BENCHMARKS:** 4.6 Coordinates eye and hand movements to complete tasks**MATERIALS:** Interlocking blocks such as Duplos™ or Legos™, Lincoln Logs™, people figures, nuts and bolts, lock and latch box or board, PVC pipes and fittings**STEPS:**

1. Store like materials in see-through labeled containers and place on an open shelf. Label containers with pictures and words.
2. Introduce the items to the children as building materials
3. Allow the children to select the building materials of their choice.

or

4. Place selected materials on the table or carpeted area.

IDEAS FOR EXTENDING THE ACTIVITY:

- Add PVC pipe, joints and fittings and flexible tubing to the water table.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: CONSTRUCTION TOOLS

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance
NUMBER OF CHILDREN: 12-18 or 4-6
SETTING (WHEN & WHERE): Large Group or Small Group – Book or Woodworking/Construction Center
DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Social Studies)
Language
BENCHMARKS: 3.29 Shows awareness of the roles people play in society
3.31 Shows awareness of safe behavior
5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures

MATERIALS: *A Carpenter* by Douglas Florian, *Tool Box* by Gail Gibbons; hammer, nails, saw, screwdriver, ruler, nuts, bolts, wrenches

STEPS:

1. Choose a book about tools and show the children the book cover and ask them what they think the book is about.
2. Read the title and author. Determine if they understand what a carpenter does.
3. Read the book, pausing after each page to allow the children to study the illustrations and make related comments. When an illustration introduces a new tool, determine if the children know the name and its use. Explain it if necessary.
4. Allow children to examine the tools, keeping safe handling a priority and stressing safe use of tools.

IDEAS FOR EXTENDING THE ACTIVITY:

- Add carpenter's tools to woodworking/construction center as your children are ready for them. For example, you may start with nuts and bolts to match and screw together. Then you might add wood, sandpaper and goggles. Later, you may decide to add a hammer, nails and soft wood. Read *Woodworking for Young Children* by Patsy Skean and Anita Garner as an excellent teacher resource.
- To the tune of *All Around the Mulberry Bush*, lead the children in singing: This is the way he saws the wood, (make sawing motions), hammers the nail, paints the building, etc.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HOME MAINTENANCE/EXTERIOR

TOPIC OF STUDY: Places Children Call Home **BIG IDEA:** Home Construction and Maintenance

NUMBER OF CHILDREN: 6-8

SETTING (WHEN & WHERE): Small Group – Outdoors

DEVELOPMENTAL LEARNING STRANDS: Social/Emotional (Interact Socially)
Cognitive/Intellectual (Social Studies)

BENCHMARKS: 1.19 Works cooperatively with others on completing a task
3.30 Functions as a member of the classroom community
3.32 Cares for the environment

MATERIALS: Large sponges, paint rollers, paint pans, brushes, paint cans, (empty and clean), buckets, window-washing squeegees, low stool (safe)

STEPS:

1. Gather tools used for maintaining the exterior surface of a building.
2. Just prior to going outdoors, gather children in a group. Initiate a discussion about working together to maintain the outside of a house. Stress helping each other and taking turns with equipment and tools.
3. Show the equipment and tools and allow the children to examine them.
4. Invite the children to name them and explain their function. Assist as needed.
5. Take the equipment and tools outdoors, add water to the buckets and the paint pan and invite the children to *paint* the building.

IDEAS FOR EXTENDING THE ACTIVITY:

- As children paint with the water, call attention to the changes in the color of the exterior of the building.
- Do the same thing as the water dries. Ask the children what they think is happening to the water. Introduce the word *evaporate* or *evaporation*.

EVALUATION OF COMPLETED ACTIVITY:

Topic of Study – Water In Our World

- Big Ideas:
1. Uses For Water In Our Daily Lives
 2. Characteristics and Forms of Water
 3. Water and Weather
 4. Water Sports and Recreation/Bodies of Water

Introduction to Water in Our World

Water and children are a natural. From a baby's first bath, water is an essential and fascinating part of a child's life. Water fosters curiosity, exploration, imagination and experimentation. It provides an almost endless variety of multisensory experiences. It has infinite potential for engaging young children in meaningful learning. Best of all, water is a free and readily available resource for learning.

The study of water is a science. But it also is an art as adults help children observe the rainbow of colors in a bubble, the glistening of raindrops on a green leaf or the whiteness of new fallen snow.

For children in Arkansas, there are endless possibilities available to them as they embark on a study of water. They all experience the use of water in their daily lives. Many have some familiarity with bodies of water, whether it be a lake, pond, river, creek, stream, bayou, swimming pool or the annual family vacation to the Gulf. Water sports and recreation are an integral part of the lives of many Arkansas families. The weather changes they experience may include rain, snow, sleet and ice.

In summary, the opportunity for building on what children already know and have experienced about water is evident. Because of children's familiarity with and fascination for water, the study of it is a natural for three and four year old children.

In developing the activities related to water in a child's world, it is assumed that a water play area has been set up in the classroom. The *Creative Curriculum for Preschool* text, which combines water and sand into one chapter, provides detailed information about arranging the water play environment. In addition, there is some general information related to promoting children's learning through water play.

The activities presented here have been selected for two primary purposes. They relate to specific developmental benchmarks and they focus on "big ideas" about water in a child's world. The challenge for caregivers/teachers is to discover children's prior experiences with water and to adapt these activities for the children in their group.

Webbing Water in Our World



Benchmark Activity: WE USE WATER EVERY DAY**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses for Water in Our Daily Lives**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Language

Cognitive/Intellectual (Language Arts)

BENCHMARKS: 3.5 Understands that print conveys a message

5.8 Participates in group discussion

5.9 Uses language to problem solve

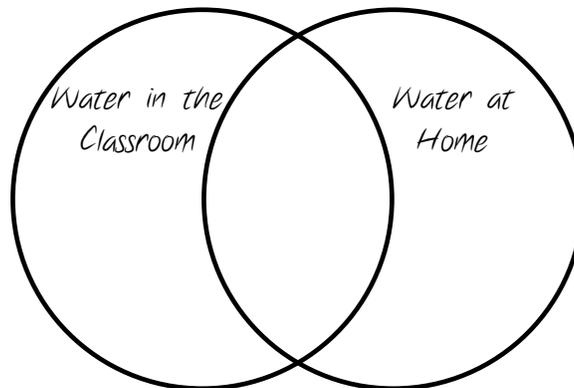
MATERIALS: Chart paper and markers**STEPS:**

1. Present this situation to the children: What if we had no water in our classroom?
2. Allow several responses.
3. Invite the children to identify the different ways water is used in our classroom each day. Examples: drink, wash hands, flush toilet, wash dishes, play in, mix paints and mop floor.
4. Record their responses on chart paper.
5. Invite children to read back what they have said.

Note: This activity is appropriate to use to introduce the Big Idea: *Uses for Water in Our Daily Lives*.

IDEAS FOR EXTENDING THE ACTIVITY:

- Invite the children to discuss the different ways water is used in their homes.
- Using a Venn diagram, compare and contrast the ways water is used in the classroom and at home.

**EVALUATION OF COMPLETED ACTIVITY:**

Benchmark Activity: READ A BOOK – BETTER NOT GET WET JESSE BEAR**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.1 Shows enjoyment of books and stories and discussion of them**MATERIALS:** *Better Not Get Wet, Jesse Bear* by Nancy White Carlstrom, illustrated by Bruce Degen**STEPS:**

1. Show the children the cover of the book and tell them the author and illustrator. Ask them to tell you what they think the book is about.
2. Read the story.
3. At the end of the story pause, allowing the children time to respond to the story.
4. Invite the children to share their experiences when someone told them "Better not get wet!"

IDEAS FOR EXTENDING THE ACTIVITY:

- If there are other books in the center about Jesse Bear, show these to the children, and read them if requested. Place the books in the Book Center.
- Read books about water: *Water, Water* by Eloise Greenfield, illustrated by Jan Spivey Gilchrist
Water by Frank Asch

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WATER COLLAGE BOOK**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Art Center**DEVELOPMENTAL LEARNING STRANDS:** Creative/Aesthetic**BENCHMARKS:** 2.12 Preplans art project and then works with care**MATERIALS:** Nature magazines, construction paper, scissors, glue or paste**STEPS:**

1. Explain to children that artists sometimes combine many pictures together onto one page to make a collage. They choose pictures about one theme or idea.
2. Invite children to make a collage about water. Ask if they have any ideas about the types of pictures to look for to make a water collage. Tell them that their picture will be part of a book about water.
3. Encourage children to search through the magazines for pictures that include water, cut them out and glue them to their paper.

Note: Children who are inexperienced in using scissors can be helped to tear them out or you may want to cut out a selection of pictures in advance.

IDEAS FOR EXTENDING THE ACTIVITY:

- Children may want to work on the project over several days.
- Encourage children to dictate a title or sentence or two about their collage.
- Combine the pictures into a book. Create a title page with the title of the book and a list of the authors and illustrators.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: FLOWERS NEED WATER**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group - Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.23 Shows awareness of cause-effect relationships**MATERIALS:** Fresh cut flowers, clear plastic vases, water in a pitcher, fairly flat bowls**STEPS:**

1. Bring in freshly cut flowers and vases. Place on Science/Discovery Table.
2. Ask the children what they think flowers need to keep them from wilting. Guide them to state "water."
3. Allow the children to add water to vases and arrange the flowers. Mark on a vase where the water level is after the flowers are placed in the vases.
4. Invite the children to decide where to place the flowers.

IDEAS FOR EXTENDING THE ACTIVITY:

- After a day or two, call attention to the water level in the vases and discuss where the children think the water has gone. Add more water as needed.
- Also, as flowers begin to die, even with water, discuss with the children the reasons (no roots, no soil, which is how flowers get their food).
- If the flowers are appropriate for floating, show the children how to add water to fairly flat bowls and add the cut flowers so they can float.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: PAINTING WITH WATER**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 6-8**SETTING (WHEN & WHERE):** Outdoors – Warm, sunny day**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 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)

MATERIALS: Small buckets of water, house painter brushes, easel brushes**STEPS:**

1. Make water and brushes available to the children in various areas of the playground, such as a paved area, wood fence area and walls of the building. Also include wagons, tricycles and possibly other outdoor equipment especially set aside for *painting*.
2. Explain to the children that these areas and toys are reserved for *painting* with water.
3. Allow the children to paint with the brushes. Encourage them to make pictures.
4. Observe and ask questions related to what the children are doing. For example, does the side of the building or the sidewalk look different after you painted it? What is happening to the water? Where did it go? Accept all of the children's answers.
5. Introduce the word *evaporate* or *evaporation*.

Note: This is a very preliminary evaporation experience and the children probably will not be able to explain how it occurs. At this point, it is the experience that is important.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow the children to wash doll clothes, preferably outdoors. Hang the clothes on the fence to dry. Encourage them to periodically check the clothes for dryness. Ask where the water goes when the clothes dry.
- Ask the children if they can think of other things you wash with water. Allow the children to talk about their past experiences with washing items.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: THE THIRSTY CROW

TOPIC OF STUDY: Water In Our World **BIG IDEA:** Uses For Water In Our Daily Lives

NUMBER OF CHILDREN: 4-6

SETTING (WHEN & WHERE): Small Group - Science/Discovery Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math and Science)

BENCHMARKS: 3.23 Shows awareness of cause-effect relationships
3.24 Finds more than one solution to a problem

MATERIALS: *The Thirsty Crow* (on following page) by Aesop; clear pitcher or quart measuring cup, water, pebbles or gravel

STEPS:

1. Make a mark on the pitcher to indicate the water level or show the children the two cup mark on the measuring cup. Fill the pitcher halfway with water. Scatter the pebbles around the outside base of the pitcher.
2. Tell the first part of the story to the children.
3. Stop and ask the children if they can think of a way to help the crow get a drink of water. Use the words *solution* and *problem*. Say, "The crow has a problem. Can we think of a solution to the problem?"
4. If their solutions can be tried, do so and see if they work.
5. Then, drop the pebbles into the pitcher, directing the children to observe the water level.
6. Discuss with children their observations.

Note: You might consider making a crow puppet from a black sock using yellow felt for a beak. Buttons or felt can become eyes. The crow puppet can then tell the story and drop the pebbles into the pitcher.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow the children to take turns using the puppet as the story is repeated.
- Present other problems to the children and ask them to suggest solutions. For example: You cannot reach a light switch, or you cannot reach a water fountain.

EVALUATION OF COMPLETED ACTIVITY:

The Crow and the Pitcher

An Aesop's Fable

Retold by Beverly C. Wright

Once upon a time there was a crow who was very, very thirsty. She had looked everywhere for some water to drink and she couldn't find any. Finally, she saw a pitcher with some water in it sitting by a flower bed. The crow was so excited, and she dipped her beak in the pitcher to get a drink of water. She had a problem. Crows have very short beaks, and her beak could not reach the water. The crow was very upset and she was still very thirsty.



Note: Stop and ask the children if they can think of a way to help the crow get a drink of water. Say, "The crow has a problem. Can we think of a solution to the problem?" If possible, try their solutions.

The crow decided to think of a way she could get her drink of water. She looked around and found some small pebbles on the ground. Very carefully, using her beak, she began to drop the pebbles one by one into the pitcher of water. The more pebbles she dropped in the pitcher, the higher the water level became. Finally, the level of the water was at the top of the pitcher. The crow dipped her beak in this time and she could easily have a nice drink of water. The crow had found a solution to her problem!



Benchmark Activity: READ A BOOK – MRS. WISHY WASHY**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 12-18 or 3-4**SETTING (WHEN & WHERE):** Large Group or Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.1 Shows enjoyment of books and stories and discussion of them**MATERIALS:** *Mrs. Wishy Washy* by Joy Cowley, illustrated by Elizabeth Fuller**STEPS:**

1. Show the children the cover of the book, tell them the title, author and illustrator. Ask them to tell you why they think the lady on the cover of the book is named Mrs. Wishy-Washy. Invite them to say, "Wishy-washy, wishy-washy."
2. Read the story, pausing to see if their predictions are correct or if they want to change them.
3. At the end of the story pause, allowing the children to respond to the story.

IDEAS FOR EXTENDING THE ACTIVITY:

- Re-read the book, showing the pictures and encouraging the children to *picture read* the book.
- Invite them to use pretend brushes as they wash the animals and act out the story.
- Place small plastic animals and a small brush in the water table.
- Decide to have one day a week as *washing day*. Wash dolls, bikes, dishes or doll clothes in centers or outside (weather permitting).

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: ART WITH WATER**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Art Center**DEVELOPMENTAL LEARNING STRANDS:** Creative/Aesthetic**BENCHMARKS:** 2.10 Explores and manipulates art media**MATERIALS:** Watercolor paints, fine paint brushes, paper, water in small dishes/cups**STEPS:**

1. Introduce watercolor paint to the children. Demonstrate how to rinse brushes between colors.
2. Allow the children to experiment with the paint.
3. Discuss what happens to the water as brushes that have been used in more than one color are rinsed.

IDEAS FOR EXTENDING THE ACTIVITY:

- Add different types of paper for watercolor painting. For example: newsprint, coffee filters (shaped like fluted-edged baskets and flattened into circles), poster board or tag board. Point out to children the different rates of absorption that results.
- Add watercolor pencils and watercolor crayons. The children draw with these pencils and crayons then brush over them with water.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: FILLING THE WATER TABLE**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Water Table**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.24 Finds more than one solution to a problem

3.25 Applies information or experience to a new context (scientific process: applying)

MATERIALS: Water Table, water source such as sink**STEPS:**

1. Explain to the children that there is a problem. The water table needs some water.
2. Ask, "How many different ways could we take water from the sink (water source) to the water table?" Explain that they can use anything in the room as long as it is safe to do so.
3. Allow the children to demonstrate different methods without repeating a process previously used.
4. Encourage further thinking as children run out of ideas. Ask, "Can you think of anything around the sink you can use?"

IDEAS FOR EXTENDING THE ACTIVITY:

- Provide other activities for children to move water from one container to the other. Use, for example, a turkey baster, eyedroppers, pitchers of all sizes, a siphoning hose and a sponge.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – HARRY THE DIRTY DOG**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.1 Shows enjoyment of books and stories and discussion of them**MATERIALS:** *Harry the Dirty Dog* by Gene Zion, illustrated by Margaret Blos Graham**STEPS:**

1. Determine if any of the children have dogs as pets. If so, do they wash them?
2. Show the children the cover of the book, tell them the author and illustrator. Ask them to tell you what they think the book is about. If they suggest that Harry is going to get dirty, ask them how they think he will get dirty.
3. Read the story, pausing to see if their predictions are correct, or if they want to change them.
4. At the end of the story pause, allowing children time to respond to the story.
5. Discuss with the children how water is used to care for our pets.

IDEAS FOR EXTENDING THE ACTIVITY:

- Determine other pets the children have and ask if they wash them. If not, how do they get clean? For example, how do cats or birds get clean?
- Place a toy dog, dishpan and accessories to care for the dog (bowl, leash, pillow for bed, brush and toy), in the Home Living/Dramatic Play Center so children can pretend to care for their dog. These props may also be used in the retelling of *Harry the Dirty Dog*.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WATER SOUNDS**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Creative/Aesthetic**BENCHMARKS:** 2.8 Identifies the source of a variety of sounds

MATERIALS: Tape recording of a variety of sounds associated with water, tape player, picture boards with photographs of each sound source

STEPS:

1. In advance, tape-record a variety of sounds associated with water at home. For example: toilet flushing, running tap water, water running down the drain in a bath tub, shower spraying, dishwasher and washing machine. Leave about 30 to 45 seconds of silence between each sound.
2. Prepare a picture board with a photograph of each sound.
3. Tell the children that if they listen carefully to the tape, they will hear water sounds they have heard before.
4. Play the tape.
5. Direct the children to point to the picture that matches each sound and name its source.

IDEAS FOR EXTENDING THE ACTIVITY:**EVALUATION OF COMPLETED ACTIVITY:**

Benchmark Activity: CAR WASH**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Outdoors**DEVELOPMENTAL LEARNING STRANDS:** Creative/Aesthetic
Social/Emotional (Interact Socially)**BENCHMARKS:** 1.19 Works cooperatively with others in completing a task

2.1 Shows creativity and imagination in play with materials and props

MATERIALS: Tricycles and wagons, bucket with soapy water, sponges, scrub brushes, old towels**STEPS:**

1. Discuss with the children that the tricycles are dirty and need to be washed.
2. Guide the children to discuss the items needed for washing tricycles.
3. Allow the children to help gather the props and take them outdoors.

IDEAS FOR EXTENDING THE ACTIVITY:

- Help the children make signs for their car wash. For example, a sign with the name of the car wash and the price.
- Take the classroom chairs outdoors and allow the children to wash, rinse and dry them.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WILL THIS DISSOLVE?**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Uses For Water In Our Daily Lives**NUMBER OF CHILDREN:** 3-5**SETTING (WHEN & WHERE):** Small Group - Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math/Science)**BENCHMARKS:** 3.22 Makes comparisons (scientific process: comparing)

3.23 Shows awareness of cause-effect relationships

3.25 Applies information or experiences to a new context (scientific process: applying)

MATERIALS: Five clear glasses of water, rock, salt, sugar, leaf and sand**STEPS:**

1. As you direct this experience, help the children see why it is important for items to dissolve in water. Some examples they will be familiar with include: powdered laundry detergent, dish washing detergent and solids in food preparation.
2. Allow the children to pour the water into each glass.
3. Show the children the following items: a rock, salt, sugar, a leaf and sand.
4. Ask the children to predict whether or not the items will dissolve in water. (Make sure the children understand the concept of dissolve.)
5. Allow the children to take turns testing the items.
6. Verify the predictions the children made.
7. Ask the children to think of other items for testing.

IDEAS FOR EXTENDING THE ACTIVITY:

- Involve the children in making Jell-O™, using hot water to dissolve the powder.
- Involve the children in making orange juice from frozen orange juice concentrate. Add water and mix as directed. Drink the orange juice for snack.
- Experiment to see whether hot or cold water dissolves powdered detergent more quickly.
- Using three different jars or plastic bottles of water, put sand in one, put dirt in one and salt in one. Shake all three and predict which will clear up fastest.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WHAT HOLDS WATER?

TOPIC OF STUDY: Water In Our World **BIG IDEA:** Characteristics and Forms of Water
NUMBER OF CHILDREN: 3-4
SETTING (WHEN & WHERE): Small Group – Science/Discovery Center and/or Water Center
DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math and Science)
BENCHMARKS: 3.19 Shows interest in exploring the environment
 3.22 Makes comparisons (scientific process: comparing)
 3.23 Shows awareness of cause-effect relationships

MATERIALS: Measuring cups, slotted spoon, aquarium nets, small pitchers, sieve, strainer, margarine tubs, soup ladle, funnels, detergent scoops, chart paper, markers

STEPS:

1. Make a chart with two columns. Head one column *Will Hold Water* and the other *Will Not Hold Water*.

Will Hold Water	Will Not Hold Water
measuring cup	aquarium net

2. Show the children one item at a time and ask them to predict which item will hold water and which will not. Record their predictions on the chart in the correct column.
3. Place the items at the water table.
4. Allow the children to experiment/play with the items. Observe and guide/facilitate as the children decide if their predictions were correct.

IDEAS FOR EXTENDING THE ACTIVITY:

- Involve the children in examining the objects to determine the common characteristic of the items that will not hold water. Guide them to discuss the difference in items that will not hold water and those that will hold water.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: SINK OR FLOAT

TOPIC OF STUDY: Water In Our World **BIG IDEA:** Characteristics and Forms of Water

NUMBER OF CHILDREN: 3-4

SETTING (WHEN & WHERE): Small Group – Science/Discovery Center and/or Water Center

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math and Science)

BENCHMARKS: 3.19 Shows interest in exploring the environment
 3.22 Makes comparisons (scientific process: comparing)
 3.23 Shows awareness of cause-effect relationships

MATERIALS: Assorted objects such as a: cork, small scoop/cup, Ping-Pong ball, golf ball, marble, toy car, clothespin, crayon, key and rock, water table or dishpan $\frac{1}{3}$ full of water, plastic aprons for children to wear, sponges and towels for wiping up splashes and spills, Sink or Float Chart that has been laminated.

STEPS:

1. Write the words *Sink* and *Float* at the top of a chart with two columns.

Sink	Float

2. Introduce the chart and assorted objects to the children. Hold up one item at a time and allow the children to predict if they think the object will sink or float by a thumbs up or thumbs down sign. Lay the items on the chart in the appropriate column.
3. Allow the children time to examine and experiment with the objects to test their predictions and see if the items sink or float.

Note: If the term *float* is new to the children, explain it as objects that stay “on top of the water” or do not “go to the bottom.” At this level no attempt should be made to deal with the complexities of why objects float or sink.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow children to pick up items with tongs or aquarium nets as they experiment in water play.
- Change the items and repeat the activity on another day.
- Encourage children to locate other items with which to conduct their own *sink or float* experiment.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – THE SNOWY DAY

TOPIC OF STUDY: Water In Our World **BIG IDEA:** Characteristics and Forms of Water
NUMBER OF CHILDREN: 12-18 or 4-6
SETTING (WHEN & WHERE): Large Group or Small Group
DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Language Arts)
BENCHMARKS: 3.1 Shows enjoyment of books and stories and discussion of them

MATERIALS: *The Snowy Day* by Ezra Jack Keats

STEPS:

1. Show the children the cover of the book, tell them the author and illustrator. Ask them to tell you what they think the book is about.
2. Read the story.
3. At the end of the story pause, allowing the children time to respond to the story.
4. Invite the children to share their experiences with snow and compare them to Peter's experiences.

Note: This activity is most effective if it takes place when there is real snow on the ground.

IDEAS FOR EXTENDING THE ACTIVITY:

- If this activity is planned when there is snow on the ground, make snowballs. Bring them in and place them in a shallow bowl on the Science/Discovery table for the children to observe. Invite them to predict how long it will take for the snow to melt.
- Read a book: *The Snowman* by Raymond Briggs. With a small group of children, look at this wordless book. Invite the children to *picture read* the story. Place the book in the Book Center. If the video is available, show it to the children.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MAKING/BLOWING BUBBLES**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Characteristics and Forms of Water**NUMBER OF CHILDREN:** 3-4 then 6-8**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center then Outdoors**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 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)

3.23 Shows awareness of cause-effect relationships

MATERIALS: *Bubble, Bubble* by Mercer Mayer, *Clifford Counts Bubbles* by Norman Bridwell; recipe for bubble solution, liquid dishwashing detergent, sugar or glycerin, plastic berry baskets, plastic six pack holders**STEPS:**

1. Allow children to assist in preparing the bubble solution. Use recipe A or B.
2. Recipes:
 - A. $\frac{1}{4}$ cup liquid dishwashing detergent
 $\frac{1}{2}$ cup water
1 teaspoon sugar
 - B. $\frac{2}{3}$ cup liquid dishwashing detergent
1 gallon water
1 tablespoon glycerin (optional)
3. Take children outdoors and encourage children to try different *blowers* as they experiment with the bubble solution.
4. Discuss the colors seen in the bubbles, the sizes and shapes of the bubbles and the way and direction they float.

IDEAS FOR EXTENDING THE ACTIVITY:

- Make bubble sculptures using the following recipe: $\frac{1}{2}$ cup water, $\frac{1}{2}$ cup liquid dishwashing detergent, and food coloring. Pour the solution in a plastic bowl and place on a surface covered with newspapers. Pierce a drinking straw with a straight pin (this prevents the children from being able to drink the solution). Have a straw for each child. Allow one child at a time to place a straw in the solution and blow until the bubbles rise one to two inches over the top of the container. The child removes the straw and places a piece of paper over the container. The bubbles will pop and leave a print on the paper. Repeat to make multiple prints on the same piece of paper.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: ABSORPTION

TOPIC OF STUDY: Water In Our World **BIG IDEA:** Characteristics and Forms of Water
NUMBER OF CHILDREN: 3-4
SETTING (WHEN & WHERE): Small Group – Science/Discovery Center
DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math and Science)
BENCHMARKS: 3.22 Makes comparisons (scientific process: comparing)
 3.23 Shows awareness of cause-effect relationships

MATERIALS: Different types of paper: wax paper, aluminum foil, facial or toilet tissue, paper towels, tissue paper, art paper, laminated graph, plastic medicine droppers, container of water (small pitcher if possible) and sponges

STEPS:

1. Prepare a graph with the headings *Absorbs Water* and *Does Not Absorb Water*.

Absorbs Water	Does Not Absorb Water

2. Allow the children to use the plastic medicine droppers to squeeze a small amount of water on each type of paper that is provided.
3. Encourage the children to state whether the water is *absorbed* into the paper or is *not absorbed* by the paper.
4. After the children blot the excess water off the papers with the sponge, allow them to sort the papers in the appropriate column of the graph.

IDEAS FOR EXTENDING THE ACTIVITY:

- Show the children the different types of paper and say, “I have a problem. I spilled water on the floor. Which of these would be the best to use to wipe it up?” “I have a runny nose. Which of these should I use?”

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: COLOR BOTTLES

TOPIC OF STUDY: Water In Our World **BIG IDEA:** Characteristics and Forms of Water
NUMBER OF CHILDREN: 3-4
SETTING (WHEN & WHERE): Small Group – Science/Discovery Center
DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math and Science)
BENCHMARKS: 3.22 Makes comparisons (scientific process: comparing)
3.23 Shows awareness of cause-effect relationships

MATERIALS: Liter size plastic bottles, water, funnel, red, yellow and blue food coloring

STEPS:

1. Allow the children to fill the bottles with water, using the funnel for pouring.
2. Allow the children to drop a few drops of red coloring into two of the bottles. Cap well.
3. Let the children roll the bottle back and forth across the table and ask them to describe what is happening.
4. Invite the children to predict what will happen if yellow food coloring is added to one of the bottles.
5. Uncap the bottle and allow the children to add a few drops of yellow food coloring, cap, and repeat the rolling process and observe the creation of a new color, orange.
6. In the second bottle, allow the children to add blue food coloring to the red, following the same procedures as a new color, purple is created.
7. Repeat this process, starting with blue and adding yellow. Children will observe the creation of a new color, green.

IDEAS FOR EXTENDING THE ACTIVITY:

- At the easel, have three colors of tempera paint: red, blue and yellow and a brush for each. Observe as children discover the creation of new colors.
- After the children have finished finger painting with different colors have a tub of water for washing their hands. Help them notice that the color of water will change as they wash paint from their hands.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BAG OF ICE**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Characteristics and Forms of Water**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

3.22 Makes comparisons (scientific process: comparing)

MATERIALS: Small (pint size) plastic bags that seal, ice cubes**STEPS:**

1. Give each child an ice cube to put in a plastic bag and seal.
2. Guide the children to discuss how the ice feels (hard, cold).
3. Place the bags on the Science/Discovery Table. Ask the children to predict what will happen to the ice cubes.
4. When the ice cubes have melted, discuss with the children the changes that have taken place using the terms *solid*, *frozen*, *melted* and *liquid*. Ask the children why they think the ice cubes *melted* or became liquid.

IDEAS FOR EXTENDING THE ACTIVITY:

- Place the bags in the school freezer and examine the bags the next day. Discuss the changes that have taken place. Again, use the terms *liquid*, *solid* and *frozen*. Did the liquid freeze back to the original *ice cube* shape? Why or why not?
- Freeze water in different shapes of containers, removing the ice and comparing it to the shape of the container.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: ICE AT THE WATER TABLE**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Characteristics and Forms of Water**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Water Table**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual**BENCHMARKS:** 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

3.22 Makes comparisons (scientific process: comparing)

MATERIALS: Ice frozen in different containers (ice cube trays, small plastic tubs or empty frozen juice cans), small objects (plastic animals or people, marbles, plastic vehicles or manipulatives) frozen in some of the containers (some should be just ice), pitchers, other water play containers**STEPS:**

1. Allow the children to explore the ice. Encourage them to describe the ice by asking questions, such as, “How does it feel?” “How does the ice look?” “How do you think the ___ got in the ice?” “What do you think will happen to it?” Encourage discussion as you accept all ideas from the children.
2. As the ice melts, continue to guide the children’s discussion with questions such as, “Which pieces do you think will melt first?” “What can you do to make the ice melt faster?”

Note: Some children may not want to play with the ice because it’s so cold. Don’t pressure them to play.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow the children to make their own ice. Allow them to help in the selection of containers and objects to put in the ice.
- Add ice and plastic polar bears, penguins, whales and boats to the water table for a cold ocean world.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: MAKING GOOP**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Characteristics and Forms of Water**NUMBER OF CHILDREN:** 4-6**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

3.22 Makes comparisons (scientific process: comparing)

3.23 Shows awareness of cause-effect relationships

MATERIALS: Cornstarch, water, bowl, spoon, food coloring (optional)**STEPS:**

1. Introduce the ingredients cornstarch and water to the children.
2. Allow the children to help measure equal parts of each and pour into a bowl.
3. Allow the children to take turns stirring with a spoon, and then mixing with their hands.
4. Provide time for each child to manipulate the goop.
5. Encourage the children to discuss how the goop feels, and what they can do with it.

IDEAS FOR EXTENDING THE ACTIVITY:

- Send the recipe home for parents to make goop with their child.
- Using food coloring, allow children to mix small amounts of yellow and blue goop with their hands to make green. Continue the process using blue and red to make purple, and red and yellow to make orange.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: WATER MAKES SAND CHANGE

TOPIC OF STUDY: Water In Our World **BIG IDEA:** Characteristics and Forms of Water
NUMBER OF CHILDREN: 2-4
SETTING (WHEN & WHERE): Small Group – Sand Table
DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Math and Science)
BENCHMARKS: 3.22 Makes comparisons (scientific process: comparing)
3.23 Shows awareness of cause-effect relationships

MATERIALS: Sand table, gelatin molds, muffin tins, cookie cutters, measuring cups

STEPS:

1. Introduce the props to the children at the sand table. Allow the children time to experiment with them in dry sand.
2. Ask the children to predict what they think will happen if water is added to the sand.
3. Allow the children to help add water to the dry sand.
4. Observe as the children use props with the wet sand.
5. Make comments, suggestions and ask questions based on the outcomes of the children's experiments with the wet sand and the molds.
6. Invite the children to compare the results of using wet and dry sand in the containers. Also ask them to compare the feel of wet and dry sand.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow the children to add other props to the wet sand play.
- After it has rained on the sand on the playground add molds to the wet sand outdoors.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: SOAPY WATER**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Characteristics and Forms of Water**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Water Table or Tub**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

3.23 Shows awareness of cause-effect relationships

MATERIALS: Water table or tub, egg beater, wire whisk, plastic squeeze bottles, soap flakes**STEPS:**

1. Introduce water play props to the children and determine if they know the names and uses of the eggbeater and whisk.
2. Allow the children to explore with the water play props.
3. Ask the children to predict what will happen if soap flakes are added to the water.
4. Add the soap flakes.
5. Allow the children to explore the soapy water using the same props.
6. Invite the children to discuss what is happening as they use their props and decide if their predictions were correct.

IDEAS FOR EXTENDING THE ACTIVITY:

- Add washable dolls, washcloths and a supply of towels. Allow the children to wash and dry the dolls.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: SOAP PAINTING**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Characteristics and Forms of Water**NUMBER OF CHILDREN:** 3-5**SETTING (WHEN & WHERE):** Small Group – Science/Discovery or Art Center**DEVELOPMENTAL LEARNING STRANDS:** Creative/Aesthetic

Cognitive/Intellectual (Math and Science)

BENCHMARKS: 2.10 Explores and manipulates art media

3.20 Uses senses to learn about the characteristics of the environment (scientific process: observing)

MATERIALS: Ivory Soap Flakes, two measuring cups (one for liquids, one for solids), rotary egg beater, powdered tempera in salt shakers, colored paper or finger paint paper and illustrated recipe card with the following:

Soap Paint: 1 cup Ivory Soap Flakes

 $\frac{1}{2}$ cup water (more if thinner mixture is needed)**STEPS:**

1. Allow the children to help measure the ingredients, helping them *read* the recipe, and have them take turns beating the mixture until it is thick.
2. Allow the children to have a portion of the mixture to color using the tempera paint in the saltshakers.
3. Allow the children to paint on paper, using their fingers (finger paint).
4. Encourage the children to describe the texture, appearance and smell of the mixture.
5. Help the children hang their pictures.
6. When the paint has dried ask the children about the changes they notice. Ask, "How does it feel now?" and "Where did the water go?"

IDEAS FOR EXTENDING THE ACTIVITY:

- Wet chalk drawings: Allow the children to dip chalk into water and then draw on construction paper. Encourage the children to notice the difference between wet and dry chalk.
- Allow the children to cover their paper with water using a large paintbrush. Then using two or three colors, sprinkle dry tempera in saltshakers over the wet paper. Encourage the children to describe what they see happening as the colors mix and spread.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – LISTEN TO THE RAIN**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water and Weather**NUMBER OF CHILDREN:** 12-18 or 6-8**SETTING (WHEN & WHERE):** Large Group or Small Group (While it's raining)**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts) (Math and Science)**BENCHMARKS:** 3.1 Shows enjoyment of books and stories and discussion of them

3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

MATERIALS: *Listen to the Rain* by Bill Martin Jr. and John Archambault, illustrated by James Endicott**STEPS:**

1. Choose a time when it is raining for this activity.
2. Ask the children to close their eyes and listen to the rain and then describe what they hear.
3. Introduce the title, authors and illustrator and explain that the authors of this book tell us what they think the rain sounds like.
4. Read the book to the children, varying your voice tones, level and pace to fit the text.
5. Pause at the conclusion, allowing the children to digest the story and give their honest feedback.
6. Discuss the story and illustrations, allowing the children time to study the illustrations and make comments about them.

IDEAS FOR EXTENDING THE ACTIVITY:

- While it is raining, listen for thunder, watch for lightning, listen for the sounds of cars going by and of rain on the windows or metal roof.
- After a rain, look for worms and rainbows. Notice how clean the leaves, grass and street have become. See how clouds are blowing away, how birds are bathing or drinking from a puddle. Watch the water evaporate from the wet sidewalk after the rain.
- Allow children to draw a picture of an outdoor scene using watercolor markers. Then hang the picture on an easel and spray water using a spray bottle. It is raining on the picture. Prepare the children that this will change the appearance of their picture!

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: RAIN CHANGES THINGS**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water and Weather**NUMBER OF CHILDREN:** 12-18 or 6-8**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language) (Math and Science)
Creative/Aesthetic**BENCHMARKS:** 2.13 Recognizes and responds to beauty in the environment

3.5 Understands that print conveys a message

3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

3.23 Shows awareness of cause-effect relationships

MATERIALS: Book(s): *Amy Loves the Rain* by Julian Hoban, illustrated by Lillian Hoban*Peter Spier's Rain* by Peter Spier*In the Rain* by Ann Rockwell, illustrated by Ann and Harlow Rockwell*Where Does the Butterfly Go When It Rains?* by Mary Garelick, illustrated by Leonard Weisgard*Noah's Ark* by Peter Spier**STEPS:**

1. After a rain, read a book about rain to the children.
2. Discuss with the children what changes they think they will observe outdoors after a rain. Record their predictions.
3. Take the children outdoors for an *after the rain* walk. Suggest they observe changes in the environment as a result of rain.
4. Call attention to things if they do not notice them: wet grass, leaves and sidewalks, puddles, water dripping from the roof, clouds and a rainbow.
5. Return to the classroom and involve the children in dictating a story about their *after the rain* observations.
6. Compare their predictions with their actual observations.

IDEAS FOR EXTENDING THE ACTIVITY:

- Suggest that the children draw pictures about the rain.
- Add Chilean Rainsticks (teacher made or purchased) to the Music Center after introducing them in Large Group.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – UMBRELLA**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water and Weather**NUMBER OF CHILDREN:** 12-18 or 6-8**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.1 Shows enjoyment of books and stories and discussion of them**MATERIALS:** *Umbrella* by Taro Yashima**STEPS:**

1. Ask the children to name things we use to keep the rain off of us. Make a list of their answers.
2. Show the children the book. Introduce the title and author. Ask the children to predict what they think the book will be about.
3. Read the book to the children.
4. Pause at the conclusion, allowing the children to digest the story and give their honest feedback.
5. Discuss the story and the list of things we use to keep the rain off.

IDEAS FOR EXTENDING THE ACTIVITY:

- Include poems, rhymes and songs about rain:

Rain, rain, go away,
Come again another day;
Little Johnny wants to play.
(*Substitute children's name for Johnny.*)

The Eensy Weensy Spider

The Eensy Weensy Spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the Eensy, Weensy Spider went up the spout again.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A POEM – RAIN**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water and Weather**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group – Book Center**DEVELOPMENTAL LEARNING STRANDS:** Language**BENCHMARKS:** 5.5 Participates in songs, finger plays, rhyming activities and games**MATERIALS:** Poster with the poem, *Rain*, and simple illustrations made by the teacher; flip chart paper and markers**STEPS:**

1. Read the following poem to the children, while showing them the poster.

Rain

The rain is raining all around,
It falls on field and tree;
It rains on the umbrella here,
And on the ships at sea.

– Robert Louis Stevenson

2. Invite the children to recite the poem from the poster with you.
3. Invite the children to share some other things that rain might fall on.
4. Write their ideas on flip chart paper, marker or chalkboard.
5. Involve the children in reading back their ideas.

IDEAS FOR EXTENDING THE ACTIVITY:

- Begin the following *Rain Chant*, clapping the rhythm.
The rain will get the street wet, the street wet, the street wet.
The rain will get the street wet, it's such a rainy day.
- Invite the children to suggest other things the rain will get wet. Continue the chant, accepting all ideas and allowing each child who wishes to contribute.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: CROSSING THE ALLIGATOR RIVER**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water Sports and Recreation/Bodies of Water**NUMBER OF CHILDREN:** 12-18**SETTING (WHEN & WHERE):** Large Group**DEVELOPMENTAL LEARNING STRANDS:** Physical (Gross Motor)
Creative/Aesthetic**BENCHMARKS:** 2.9 Moves in time to the beat
4.12 Shows balance and coordination**MATERIALS:** Low balance beam, board or strip of masking tape, about 10' long**STEPS:**

1. Place the *log* on the floor.
2. Have the children sit on either side of the *log*.
3. Tell the children they are going to pretend that the balance beam, board, or tape is a log on which they must walk in order to cross the alligator river.
4. Clap a steady, slow beat or use a drum or tambourine.
5. The children, one at a time, walk across the alligator river.
6. Gradually increase the speed of the beat so that the children will walk faster, still keeping in time to the rhythm.

IDEAS FOR EXTENDING THE ACTIVITY:

- Have the children pretend they are soldiers marching across a narrow bridge. They can also march to the beat.
- Suggest that the children vary their movement by walking forward, backward, sideways or on tiptoe across the river. For more of a challenge, have the child place a beanbag on his/her head while walking across the river.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: JUMPING THE CREEK**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water Sports and Recreation/Bodies of Water**NUMBER OF CHILDREN:** 12-18**SETTING (WHEN & WHERE):** Large Group Indoors or Outdoors**DEVELOPMENTAL LEARNING STRANDS:** Physical**BENCHMARKS:** 4.9 Freely participates in gross motor activities
4.11 Runs, jumps, hops, and skips**MATERIALS:** Two pieces of rope (5-6' lengths)**STEPS:**

1. Place two ropes parallel on the floor or ground. Tell the children this is a creek.
2. One at a time the children jump over the ropes.
3. After each child has had a turn, increase the distance between the ropes.

IDEAS FOR EXTENDING THE ACTIVITY:

- Use a carpet square (on top of a carpeted surface to lessen the chance of the carpet sliding) to represent stepping stones that go from one side of the creek to the other. One at a time, the children jump from one stone to another until they reach the other side. See if the children can hop from one stone to the other.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: ROW YOUR BOAT**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water Sports and Recreation/Bodies of Water**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Physical (Gross Motor)
Social/Emotional (Interact Socially)**BENCHMARKS:** 1.19 Works cooperatively with others on completing a task
4.9 Freely participates in gross motor activities.**MATERIALS:** Song: *Row, Row, Row Your Boat***STEPS:**

1. Teach the children the song:

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

2. Determine what children know about rowing. Ask the children, "If your boat doesn't have a motor, or your motor quits, how will you get to shore and back?" Introduce paddles as what we row with. Have a real paddle or oar or picture to show the children.
3. Explain that rowing takes two people working together. Have the children sit on the floor in pairs with their feet together and holding hands. Then rock back and forth, keeping in rhythm with the tune as you sing.
4. Speed up the tempo, singing, "hurry down the stream."

IDEAS FOR EXTENDING THE ACTIVITY:

- Have small paddles for rowing in the Block Center or Dramatic Play Center. Stress safety as the children use the paddles (They are not used as weapons!). Add life vests to the center.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: READ A BOOK – WHO SANK THE BOAT?

TOPIC OF STUDY: Water In Our World

BIG IDEA: Water Sports and Recreation/Bodies of Water

NUMBER OF CHILDREN: 12-18 or 4-6

SETTING (WHEN & WHERE): Large Group or Small Group

DEVELOPMENTAL LEARNING STRANDS: Cognitive/Intellectual (Language Arts, Math and Social Studies)

BENCHMARKS: 3.1 Shows enjoyment of books and stories and discussion of them
 3.2 Tells a story in sequence, following pictures in a book
 3.16 Demonstrates an understanding of addition and subtraction, using manipulatives
 3.31 Shows awareness of safe behavior

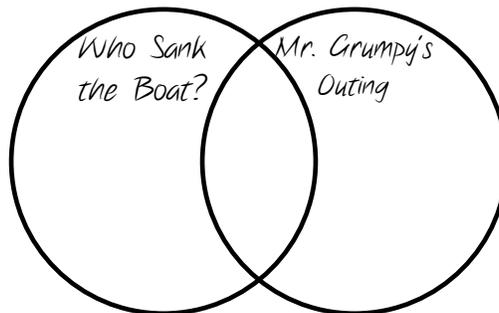
MATERIALS: *Who Sank the Boat?* by Pamela Allen

STEPS:

1. Show the cover of the book and invite the children to talk about what they see.
2. Tell the title, the author and the illustrator. Read the story, encouraging the children to answer the “Do you know who sank the boat?” question. Turn the page and read the text to determine if their answer is correct.
3. Pause at the conclusion, allowing the children to digest the story and give their honest feedback.
4. Discuss the story and illustrations and ask children which animal they think weighs the most. Which animal weighs the least? Why do you think the mouse sank the boat?

IDEAS FOR EXTENDING THE ACTIVITY:

- After reading the book, use felt figures to tell the story, adding one at a time. After each figure is added, ask “How many animals are in the boat now?” Allow the children to use the figures to tell the story. Place the felt board, figures and book in the Book Center.
- Read the book, *Mr. Gumpy’s Outing* by John Burningham. Compare and contrast the two stories using a Venn Diagram.



EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: FISHING FOR THE ALPHABET**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water Sports and Recreation/Bodies of Water**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Water Table (Inside or Outside)**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Language Arts)**BENCHMARKS:** 3.7 Identifies letters and signs in the environment**MATERIALS:** Water table or tub with water $\frac{1}{3}$ filled, foam or rubber alphabet letters, small fishnets**STEPS:**

1. Add foam or rubber alphabet letters and small fishnets to the water table or tub.
2. Involve the children in naming the letters they catch.
3. Suggest the children try to catch the letters in their name.

IDEAS FOR EXTENDING THE ACTIVITY:

- Add foam or rubber numerals in place of the alphabet letters and follow the same procedures as above.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: LET'S GO FISHING**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water Sports and Recreation/Bodies of Water**NUMBER OF CHILDREN:** 2-4**SETTING (WHEN & WHERE):** Small Group – Science/Discovery Center**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)**MATERIALS:** Fishing poles and laminated fish shapes**STEPS:**

1. Ahead of time make fishing poles using a dowel 18" in length with an 18" string attached for the fishing line. Tie a magnet at the end of the fishing line. Make 6 to 12 laminated fish shapes with a numeral written on each one and attach a paper clip.
2. Allow the children to fish with the poles, catching the fish when the magnet attracts to the paper clip.
3. Encourage the children to identify the numeral on each fish they catch.
4. Encourage the children to count the number of fish they caught.

IDEAS FOR EXTENDING THE ACTIVITY:

- Make fish shapes with color blobs, shapes, sets of objects or letters for the children to catch.
- Make fish shapes in different lengths. For example, 3", 4" and 5". Encourage the children to arrange the fish from smallest to largest.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: HOW MANY PEOPLE IN THE BOAT?**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water Sports and Recreation/Bodies of Water**NUMBER OF CHILDREN:** 2-4**SETTING (WHEN & WHERE):** Small Group – Water Table**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Math and Science)**BENCHMARKS:** 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)**MATERIALS:** Three to five different sizes of plastic food tubs, thoroughly cleaned and small plastic people figures**STEPS:**

1. With a permanent marker, write the numeral from 1 to 5, on the outside or the bottom of each container. Allow to thoroughly dry. For example, on the smallest container write 1, on the next size, write 2, and so forth.
2. Explain to the children that the numeral written on the container indicates how many people can safely ride in the boat.
3. Place the containers and the people figures in the water table.
4. Stand back and observe. Allow the children to be creative in their play. Make comments when appropriate. For example, if there are two people in the boat labeled 3 say, "I see you have two people in that boat. How many more can safely ride in the boat?"

IDEAS FOR EXTENDING THE ACTIVITY:

- Add thoroughly cleaned and sanitized foam egg cartons (cut apart into individual cups) and new foam meat trays or Styrofoam packing chunks to the water table.
- Give the children pieces of aluminum foil and encourage them to experiment with shaping the foil to make a boat. Place it in the water to see if it will float.
- Display pictures of boats such as canoes and barges at the water table.
- Read books about boats: *Boats* by Anne Rockwell and *Boat Book* by Gail Gibbons

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: LIFE JACKETS**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water Sports and Recreation/Bodies of Water**NUMBER OF CHILDREN:** 12-18 or 4-6**SETTING (WHEN & WHERE):** Large Group or Small Group**DEVELOPMENTAL LEARNING STRANDS:** Cognitive/Intellectual (Social Studies)**BENCHMARKS:** 3.31 Shows awareness of safe behavior**MATERIALS:** Life jackets (2 or 3 if possible)**STEPS:**

1. Show life jacket(s) to the children.
2. Invite the children to share what they know about life jackets. For example, do they know what it is called, have they every worn one? Where were they when they wore it? Why do people wear life jackets?
3. Build a discussion on what they know. Discuss with the children the importance of wearing life jackets when they are on a boat or near water, for example.
4. Allow the children to examine and try on the life jacket(s).

Note: If only one life jacket is available, introduce it to a small group (4-6) of children at a time because of the waiting time to try it on.

IDEAS FOR EXTENDING THE ACTIVITY:

- Allow the children to decide in which center to place the life jackets for independent play. For example, could they use it best in the Dramatic Play/Home Living or the Block Center. Explain to the children that the life jackets will remain in the classroom for several days so everyone will have an opportunity to play with them.

EVALUATION OF COMPLETED ACTIVITY:

Benchmark Activity: BUILDING A BRIDGE**TOPIC OF STUDY:** Water In Our World**BIG IDEA:** Water Sports and Recreation/Bodies of Water**NUMBER OF CHILDREN:** 3-4**SETTING (WHEN & WHERE):** Small Group – Block Center**DEVELOPMENTAL LEARNING STRANDS:** Creative/Aesthetic**BENCHMARKS:** 2.1 Shows creativity and imagination in play with materials and props

MATERIALS: Unit blocks, land and water vehicles, pictures/photos of different types of bridges, materials to represent a body of water. For example: a piece of blue bulletin board paper, a blue towel or a piece of blue fabric can represent a body of water.

STEPS:

1. Invite the children to help you create a body of water (river) by taping the paper to the floor or placing the cloth or fabric on the floor in the block center.
2. Allow the children to help you mount the bridge pictures on the wall in the block center. Post so the children can easily see them as they sit on the floor. Discuss the pictures with the children.
3. Introduce the vehicles and discuss with the children which can travel on water and which cannot.
4. Pose this question to the children: "If you want to drive your car across the river, what will you need to do?"
5. Allow the children to play with the props in their own way.

IDEAS FOR EXTENDING THE ACTIVITY:

- Read books: *Cross a Bridge* by Ryan Ann Hunter
Bridges Are to Cross by Philemon Sturges, illustrated by Giles Laroche

EVALUATION OF COMPLETED ACTIVITY: