

Helps and Hints

Family Child Care Newsletter

Childhood Services

Arkansas State

University

2007

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Inside this Issue:

My Community

The Grocery Store

The Clothing Store

The Restaurant

The Bank

The Service Station

All Around the Town

This newsletter explores places where people live and care for the community. It is filled with easy, hands-on activity suggestions for art, language, music, movement, snacks and much more. Young children are naturally curious about the world around them. By building on this curiosity and using the activities provided in this newsletter, you can help your children begin to discover what makes their community a special place.



Start planning now!

NW Arkansas Spring Provider Conference

April 12, 2008

Jones Center for Families

Springdale, Arkansas

Registration Information coming soon!

Call 479-751-3163 for more information

www.nwachildcare.org



Parent Involvement

Create a parent flyer letting them know what you are doing with the children in the classroom. Encourage parents to create activities at home to reinforce what has been discussed in the classroom or send home a few ideas of activities to do.

My Own Home

Cut a large house shape out of construction paper that matches the color of your home. Give your child light-colored paper squares to glue on the house shape for windows. When the glue has dried, let your child draw faces of family members and pets on the window squares. Help your child mount the house shape on a large piece of paper and write your address on it. Let your child add grass, trees and other decorations as desired. Then display the house picture in your child's room to help him or her remember your address.



Extra Helpers

- ☺ www.preschoolexpress.com
- ☺ www.familyeducation.com
- ☺ www.preschoolprintables.com
- ☺ www.time4learning.com
- ☺ www.edhelper.com
- ☺ www.funlessonplans.com
- ☺ www.playdoh.com
- ☺ www.creativeprek.com
- ☺ www.lessonplanz.com
- ☺ www.atozteacherstuff.com



Circle (Group) Time

Collage of Homes

Hang a piece of butcher paper on a wall at the children's eye level. Title the paper "Places People Live". Have the children look through magazines and newspapers to find pictures of different kinds of homes (houses, apartments, condominiums, trailers, houseboats, tents, etc.). Let them tear or cut out the pictures and glue them to the butcher paper any way they wish to create a group collage. Encourage the children to talk about the different kinds of homes and buildings pictured in their collage as they are working. The children could also add "Places People Work", "Places People Shop", or "Places Where People Have Fun".

Homes

Ask one child at a time to tell where he or she lives (in a house, an apartment, a mobile home and where their families work). Then recite the following poem for the child, substituting his or her name for Matthew and a description of where he or she lives for in a house.

A squirrel lives in a tree,

(Make a tree shape with hands)

A snail lives in a shell.

(Cover fist with opposite hand)

A bear lives in a cave,

(Make fist with thumb inside)

It suits her very well.

A fish lives in a fishbowl,

(Make circle with hands)

A bird lives in a nest.

(Cup hands together)

"Matthew" lives in a "house",

(Make roof above head with arms)

He thinks his home is best.



Art & Creativity

Benchmarks: Creative/Aesthetic Learning, Expression Through art Forms and Activities 2.10-2.12

Road Collages

Give each child a large piece of construction paper. Set out glue and containers of straight and curvy materials such as yarn pieces, plastic straw segments, ribbon pieces and uncooked pasta noodles. Let the children glue lines of the different materials on their papers to create "roads." Encourage them to fill their papers with straight roads, winding roads and roads that intersect.

Caring Community

Help the children learn to think about and care for others by encouraging them to make different kinds of greeting cards. For example, let them make a card for a sick classmate by decorating a long piece of paper on which you have written "Get Well Soon." Roll up the paper and deliver it to the recipient. Or have the children decorate folded pieces of construction paper to make friendship cards and deliver them to nearby children's hospital or nursing home. When appropriate, have the children make thank-you cards to send to community helpers or to people who have done special things for your group



COMING SOON!

Arkansas Fit Kids

For Family Child Care Providers

Help your children and families get fit!

Learn new ideas to encourage healthy eating and physical activity

Arkansas Fit Kids Activity Kit contains eight new learning activities for every month of the school year.

Brought to you by

Arkansas State University Childhood Services

Child Care Connections

DHS Division of Child Care and Early Childhood Education

Special Nutrition Food Program





Sing, Song, Sway

Benchmarks: Creative/Aesthetic, Expression through Art Forms and Activities 2.4-2.9, Language Arts: 5.5

Building a House

(Sung to the tune of "Twinkle, Twinkle, Little Star")

Building a house is lots of work,

First, you dig up lots of dirt.

(Pretend to dig)

Next, you pour a concrete floor,

(touch floor)

Put up boards and pound nails galore.

(Pretend to hammer)

Finally, the house is finished,

(clasp both hands together)

And people are ready to live in it.

Around the Block

(Sung to the tune of "Frere Jacques")

Let's go walking, let's go walking,

Around the block, around the block,.

We will keep on walking,

We will keep on walking,

Then we'll stop, then we'll stop.

Additional verses: "Let's go skipping; hopping; riding; driving"



This is the Way

(Sung to the tune of "Mulberry Bush")

This is the way we pick up the toys,

Pick up the toys, pick up the toys,

This is the way we pick up the toys,

So early in the morning.



Sing, Song, Sway

Let's All Walk Down the Street

(Sung to: "If You're Happy and You Know It")

Let's all walk down the street, down the street,

Let's all walk down the street, down the street,

Let's all walk down the street,

Smile at everyone we meet

Let's all walk down the street, down the street,

Let's all ride down the street, down the street,

Let's all ride down the street, down the street,

Let's all ride down the street,

Wave at everyone we meet.

Let's all ride down the street, down the street,

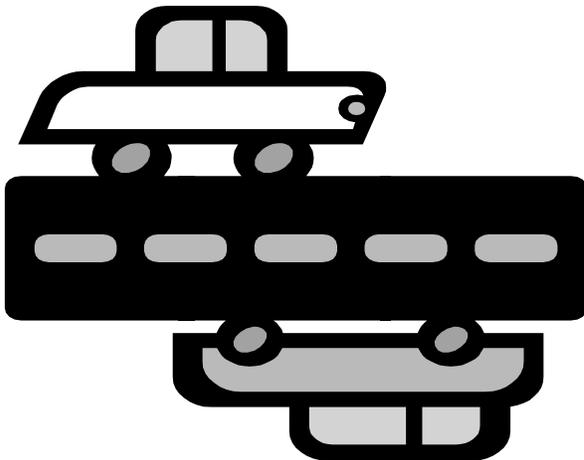
Let's all drive down the street, down the street

Let's all drive down the street, down the street

Let's all drive down the street,

Honk at everyone we meet

Let's all drive down the street, down the street



Trash Song

(Sung to the tune of "London Bridge")

Trash is blowing all around,

All around, all around

Trash is blowing all around,

All around the town.

Let's get busy and pick it up,

Pick it up, pick it up,

Let's get busy and pick it up,

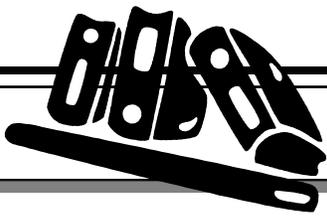
All around the town.

Put the trash in a big trash bag,

Big trash bag, big trash bag,

Put the trash in a big trash bag,

All around the town.



Language Arts

Benchmarks: Language: 5.2-5.10

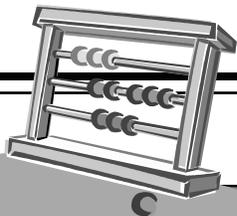
- ☺ Use a tape recorder to record familiar sounds heard in your neighborhood or community (a car horn, a jackhammer, a fire engine siren, a splashing fountain, a train whistle, etc.). Play the tape for children and have them try to identify the different sounds.

- ☺ When a child has learned to say his or her address, write it on a plain postcard (or a large index card) that the child has decorated. Add a short note, if desired. Then mail the card so that the child will receive it at home as a special acknowledgement.

☺ **Community Map**

Use several yards of bolt felt, an old sheet or paper to make a map of your community that includes the area in which your children live. Use craft paints or felt-tip markers to draw on and label streets. Draw or glue on felt shapes to represent familiar landmarks such as stores or restaurants. Also add mailboxes, trees and similar items as desired. Give each child his or her own house shape cut from felt. Let the children have fun arranging and rearranging their house shapes on the map. As they do so, encourage them to





Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning-Mathematics and Science, 3.10, 3.15, 3.13

- ☺ Write each child's address on a separate piece of paper and cover it with clear self-stick paper. Let the child trace over his or her address with a finger or a crayon while saying the address aloud.
- ☺ Fold a large piece of construction paper in half crosswise. Then cut the paper into a house shape with the fold as the top of the roof. Cut pictures from magazines of items that are found inside a house and items that are found outside the house. Let the children select pictures, decide if the items belong inside or outside of



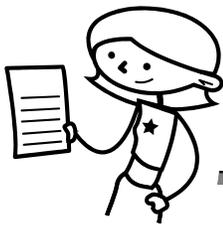
Science



Benchmarks: Cognitive/Intellectual Learning, Mathematics and Science 3.19-3.25

Draw a map that includes roads and grassy areas on a large piece of butcher paper. Let the children help color the map with crayons or felt-tip markers. Hang the map on a wall at the children's eye level. Give each child a house shape cut from construction paper to decorate and attach to the map. (Write the children's addresses on their house shapes, if desired). Then set out a box containing pictures of stores and other buildings, cars, trees, people and pets. Let the children choose pictures and add them to the map.

Variation: Let the children help paint a road map on butcher paper that has been attached to a tabletop or the floor. Have them make houses and other buildings to stand on their map by decorating small boxes or milk cartons. To make standing trees, cut slits in the ends of toilet tissue tubes and insert green construction paper foliage shapes. As your play town grows, encourage the children to think of new things to add such as a blue paper river or a gray paper parking lot marked with stalls for toy cars.



Fine Motor

Benchmarks: 4.6-4.8

- ☺ Display picture postcards or other kinds of photographs of your downtown or mall area. Then set out pieces of plywood or flat boards and an assortment of scrap wood pieces. Let the children work together to create their own city by gluing the wood pieces together any way they wish.
- ☺ Construct houses from small boxes. Decorate like different homes in our community and place on paper streets.



Gross Motor

Benchmarks: 4.9, 4.11, 4.12, 4.13

Taking Pride

Help the children develop a sense of pride about making their playground an attractive place in the neighborhood. Take them outside to pick up paper and other trash that has collected around the yard.

Planting Flowers

Let the children plant marigold or other flower seeds in containers filled with potting soil. Have them place the containers in a sunny spot and add water regularly. When the seedlings are several inches tall, let the children help transplant them outside to beautify your play yard. Once the flowers are in bloom, have the children work together to weed and water their garden.



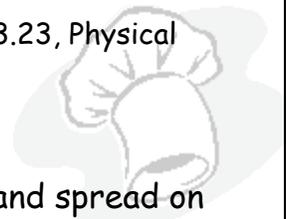


Cooking and Children Mix Well

Benchmarks: Cognitive/Intellectual-Mathematics and Science: 3.13-3.15; 3.23, Physical Development: Health and Nutrition: 4.3-4.5

Mini-House Sandwiches

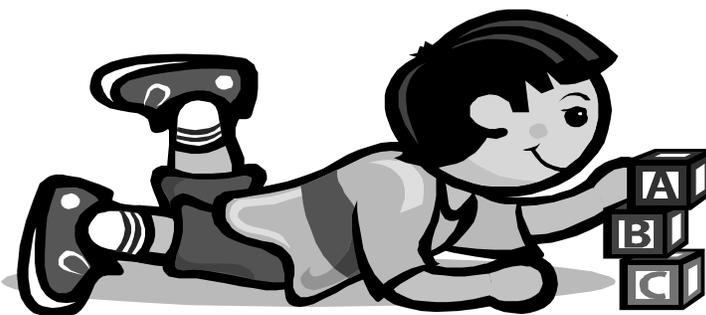
To make four sandwiches, cut the crusts off two slices of bread and spread on peanut butter. Cut one slice into four squares and the other slice into four triangles. Have the children arrange the bread squares on plates and place a bread triangle "roof" above each square. Let them decorate their house sandwiches with sunflower seeds, raisins or shredded coconut, if desired.



Block Center

Benchmarks: Experience Success 1.4-1.9

- ☺ Give each child a shoebox to use for making a dollhouse. Have the children stand their boxes on one side. Let them decorate the walls of their houses by gluing on pieces of wallpaper or patterned wrapping paper. Have them color the floors with crayons or let them attach construction paper "carpets." Help the children cut pictures of furniture and people out of store catalogs. Glue the pictures to empty thread spools to make them stand properly. Then let the children have fun arranging the furniture in different ways and playing house with their dollhouse people.
- ☺ Variation: Have each child decorate the inside of a shoebox to represent an apartment. Then stack the boxes and fasten them together with tape or glue to create an apartment house.





Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

- ☺ Have a pretend sale to help a community project. Set up displays, put up signs and have a sale. Let some of the children run the sale and some be customers.
- ☺ Have the children pretend that they are going to drive in their town. Have a city map available for them.



Sand and Water

Benchmarks: Cognitive/Intellectual Learning; Mathematics and Science: 3.19-3.20,3.23

- ☺ Place cardboard puppets glued or on a popsicle stick, of people in our community in the sand area.
- ☺ Place miniature cars and traffic signs in sand area.

Books Worth Reading



The Berenstain Bears' New Neighbors

Serving Your Community

The Hello, Goodbye Window

The Going to Bed Book

Houses and Homes

Max Cleans Up

Dewey Doo-It Builds a House

Stan and Jan Berenstain

Christin Ditchfield

Norton Juster

Sandra Boynton

Ann Norris

Rosemary Wells

Brahm Wenger and Alan Green

Grocery Store

Circle (Group) Time

- ☺ Grocery Shopping Role play with children how to be courteous in a grocery store.
- ☺ Have children share their experiences of grocery shopping with an adult.
- ☺ Play guessing games. Give clues describing a particular food or item and let the children guess what it is.



Art & Creativity

Benchmarks: *Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12*

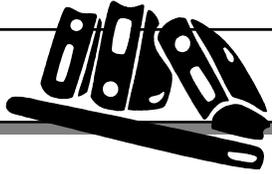
Magazine Cut Outs

- ☺ Let the children glue pictures of groceries on a paper sack.
- ☺ Using butcher paper, make an advertisement collage.
- ☺ Cut pictures out of magazines to make vegetable people. Add features such as: eyes, hands, etc.
- ☺ Have children cut pictures out of magazines of meats, fruits and vegetables to add to a tray or paper plate.

☺ Citrus Fruit-Color Printing

Use halves of citrus fruits for printing with paints. Mix paints. Line paper plates or pie tins with paper towels. Pour different colors of paint on each towel so it is absorbed and can be used as a stamp pad.

- ☺ Place empty containers from the grocery store for the children to glue together. Have yarn, glue, paper and popsicle sticks and items found in a grocery store for children to make 3-D projects.



Language Arts

Benchmarks: Language: 5.2-5.10

Have pictures of grocery stores with people shopping, different products from grocery stores, grocery advertisements, and pictures of organization and storage of food.



Cooking and Children Mix Well

Show and Taste

Bring in some fresh fruits such as oranges, grapefruit, apples, pears, bananas. Talk about them by their specific names as well as by the category of fruit (citrus) to which they belong. Examine them thoroughly and cut them open to notice their texture, seed structure, skin and meat. Taste them.



Books Worth Reading

Supermarket

Pappy Pig Goes to the Market

The Shopping Basket

Careers in a Supermarket

The Supermarket

Delores Baugh and Marjorie Pulsifer

Dick Bruna

John Burningham

Mark Lerner

Anne Rockwell and Harlow



Fingerplays

At the Store

Up and down the aisles we go. (Pretend to push cart and fill it with items)
Pushing our grocery cart to and fro.
Filling it up with good things to eat:
Fruits, and vegetables, cereals and meat.
Cheese and eggs and milk to drink,
And ice cream for a treat, I think.
We always buy good things galore.
Whenever we go to the grocery store.



Three Grocery Stores

A little neighborhood store

Have hands for a partial rectangle shape by joining
Thumbs and extending fingers upward.

A medium sized store

Enlarge the shape a little

And a great big supermarket,
I see.

Spread hands to form a large, large shape

Shall we count them?

Repeat the 3 motions; indicate size of building

Are you ready?

One, two, three.



Fingerplays

Five Fruits

Use with felt cut-outs or pictures of fruits; children take turns eliminating each fruit as appropriate; substitute their names and the fruits they pick throughout the fingerplay) For last one use: cherries, box of berries or any fruit that comes in bunches.

Five different fruits at the grocery store.

Tom chose an apple and now there are four.

Four different fruits we all can see.

Mary picked an orange and that leaves three.

Three different kinds left for you.

Jeff chose a pear and now there are two.

Two yummy fruits will soon be done.

Sarah took a banana and now there is one.

One bunch of grapes for everyone.

We will all share them and now there is none.



General Store

Some day I'm going to have a store
With a tinkly bell hung over the door
With real glass cases and counter wide
And drawers all spilly with things inside
There'll be a little of everything;
Bolts of calico; balls of string;
Jars of peppermint; tins of tea;
Pots and kettles and crockery;
Seeds in packets; scissors bright;
Kegs of sugar, brown and white;
Sarsaparilla for picnic lunches
Bananas and rubber boots in bunches
I'll fix the window and dust each shelf
And take the money in all myself
It will be my store and I will say:
"What can I do for you today?"

Sing, Song, Sway



Benchmarks: Creative/Aesthetic, Expression through Art Forms and Activities 2.4-2.9, Language Arts: 5.5

Shopping

(To the tune of "Twinkle, Twinkle, Little Star")

The grocery shelves are piled high
Almost reaching to the sky.
Busy people hurry by,
Wondering what they should buy.
See the carts all in a row,
Through the check-out,
Out they go.

Grocery Store

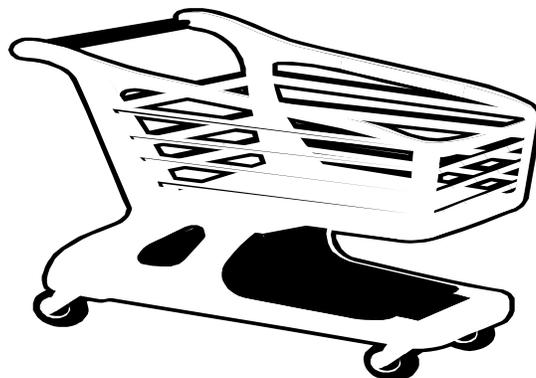
To the tune of "Mary Had a Little Lamb"

Johnny had a grocery store
Grocery Store, Grocery Store
Johnny had a grocery store
He sold all kinds of food.

He sold a lot of vegetables
Vegetables, vegetables,
He sold a lot of vegetables
And lots of fruits too.

He sold chicken, pork and beef
Pork and beef, pork and beef.
He sold chicken, pork and beef
And other kinds of meat.

He sold butter, cheese and milk
Cheese and milk, cheese and milk
He sold butter, cheese and milk
And all the dairy foods.



Sing, Song, Sway



The Supermarket Song

(To the Tune of "He's Got the Whole World in His Hands")

Chorus

He's got the Supermarket in His Hands

Verse

He's got all the pretty vegetables in His hands (repeat twice)

He's got the supermarket in His hands

He's got the pretty ripe vegetables in His hands (repeat twice)

He's got the supermarket in His hands.

He's got all the meats in His hands (repeat twice)

He's got the supermarket in His hands

He's got the dairy products in His hands (repeat twice)

He's got the supermarket in His hands.

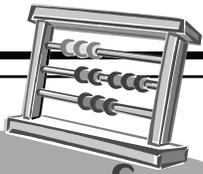


Gross Motor

Benchmarks: 4.9, 4.11, 4.12, 4.13

☺ Have the children make delivery sacks out of grocery sacks. Let them attach a handle to the grocery sack and have them walk across a balance carrying the grocery sack.

☺ Place each child's picture and address on a card. Have the delivery boy draw a card and deliver the groceries to the card drawn by pretending to ride a bike or driving a car.



Math and Manipulatives

- ☺ Have grocery products available in your home and have children bring examples of products from their homes (cereal, hamburger helper, etc.) and ask if any of these match. Discuss with children how we purchase produce by the bunch, pack, bushel, etc. and how meats are packaged as well as dairy products. Discuss with children how groceries are displayed and organized by daily products, produce, meats, vegetables, health and beauty, canned goods, etc.
- ☺ Use groceries for classifying. Use a picture shopping list. Let the children match the picture list to the real object. Change the list of products from time to time. Also have them match coupons to the real object.

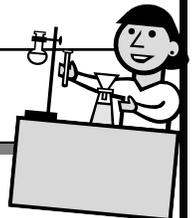
☺ **Categorizing Games: Do We Eat It?**

Make two containers (small boxes or halves of milk cartons will do). On one box draw or paste a picture of a person eating. On the other box paste the same type of picture with a big NO or X over the person. Cut out a lot of grocery products, both edible and inedible. Let the children sort them by which can be eaten and which cannot. This is a good way to talk about not tasting many poisonous or dangerous things that come from stores.

☺ **Food Sort Game**

Make up master boards marked with each of the major food categories: fruits, vegetables, meat, dairy, cereals, and grains. Paste a picture of food from that category on the board. Cut out lots of food pictures and mount on cards. Have children take turns picking cards and deciding on which master board it belongs. Have children examine the weight of different groceries.

Science



Vegetable Science

Cut off the top of a potato and let children stick toothpicks into it. Fill a glass or jar with water and place the potato so part of it is in the water. Watch it grow. Encourage children to talk about the changes they notice each day.

Introduce Vegetables

Show children a variety of vegetable pictures, plastic pieces, or actual vegetables, if possible. Talk about the color, shape, smell and size of each. Compare, contrast, and taste, if possible.



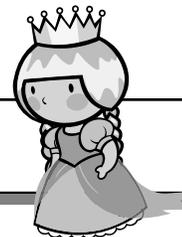
Block Center

Benchmarks: Experience Success 1.4-1.9

- ☺ Use boxes or paper sacks stuffed with paper from the grocery store for a building.
- ☺ Have the children estimate how many boxes of cereal it will take to build to waist high, head high, shoulder high, etc.



Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

Set up a grocery store dramatic play area. Have the children bring in empty boxes, cans and other food packages. Sort them on shelves and mark prices on them. Cut the grocery ads from the newspaper to get some idea of prices. See if the children can find ads for any of the items for which you have empty packages. The children can decide on specials for the day.

Suggestions on other things to add to the dramatic play area: cash register, telephone, tickets, sacks, play money, play credit cards, play checks, paper, aprons, tablet, pencils for grocery lists, receipts for groceries purchased, and coupons for purchase of groceries.



Sand and Water

Benchmarks: Cognitive/Intellectual Learning; Mathematics and Science: 3.19-3.20, 3.23

- ☺ Wash produce and have scrub brushes for the children to clean the vegetables and fruits.
- ☺ Use grocery items to make imprints in the sand. Have a child make prints and another child to match the item to the print.

Clothing Store

Circle (Group) Time

Favorite Outfit

Pattern books and catalogues for children to examine and find their favorite outfit for themselves or their family.

What are You Wearing?

Get a large box and put in the middle of the circle time area. Give directions to the children in relationship to the box. Instead of calling the children by name, describe what they are wearing. "All of the children wearing shoes, come to the center of the circle, hold hands and walk around the box." "A boy wearing a blue shirt and brown pants, stand next to the box." "A child wearing red long socks, crawl inside the box." "A girl wearing a yellow blouse, with brown buttons, hop around the box three times." Mix, match and vary the commands at as rapid a rate as the children can enjoy and understand.

I've Got A Secret

Have five or six articles of clothing on a tray in front of you. Hold each one and let the children call out its name. Now put the tray of clothes behind your back. Describe one of them. Let the children guess which one you are describing. When the children guess the item of clothes, hold it up and let them see it. Continue until the children have named all of the clothes.

Listen and Think

Have a bundle of various clothes. Hold up one piece of clothing and let the children identify it. Then ask, "When would you wear a 'snowsuit' in the summer?" The children softly call out when they would wear it. Continue with this manner using the remaining clothes.

Have a full length mirror at circle time. Have one child stand in front of it. The other children take turns describing a piece of clothing he or she is wearing, such as "Susan, you are wearing something red and white." Susan should look at herself in the mirror and point to the piece of clothing and say, "I am wearing red and white socks." As you continue the game, have other children stand in front of the mirror.



Art & Creativity

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

- ☺ Have children design clothes out of newspaper.

- ☺ Have children make paper dolls and clothes. Other suggestions: make sack dresses, vests out of paper sacks, and accessories.

- ☺ Trace life-size silhouettes of the children's bodies onto paper. Let the children dress the figures with markers, crayons, glitter, ribbon, lace, buttons, etc. Cut fabric samples into small strips and squares. Let the preschoolers glue the fabric samples onto their silhouettes for a collage or let each child paint clothes.



Books Worth Reading

Benchmarks: Cognitive/Intellectual Learning: Language Arts: 3.1-3.5

I Once Knew a Man

Charlie Needs a Cloak

My Clothes

New Blue Shoes

Caps for Sale

How Do I Put it On?

No Roses for Harry

Max's Dragon Shirt

Old Hat, New Hat

Flower Fairies Paper Dolls

Kettles Gets New Clothes

Alligator Shoes

Caillou: New Shoes

Franz Brandenburg

Tomie dePoala

Diana James

Eve Rice

Esphyr Slobodkina

Shigeo Waranabe

Gene Zion

Rosemary Wells

Jan and Stan Berenstain

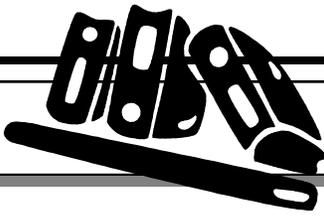
Cicely Mary Barker

Dayle Ann Dodds and Jill McElmurry

Arthur Dorros

Eric Sevigny





Language Arts

Benchmarks: Language 5.2-5.10

Favorite Poems

Little Red Riding Hood

Clothes

The Costume Party

Tom Thumb

The Emperor's New Clothes

The Polka Dotted Elephant

Talk Pictures

☺ Have talk pictures of seasonal clothing, costumes, wedding, various occupations.

☺ Have a clothing talk box with accessories

☺ Find your favorite outfit in a catalog or pattern book

It's Me

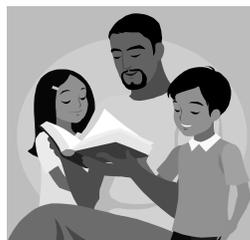
Describe what a child is wearing. As soon as they recognize you are describing them, have them stand up and say, "It's Me!" Continue by describing each child. As you play describe several children more than one time to keep everyone's attention throughout the game.

What Season

Discuss the different types of clothes that people wear in the various seasons. Have pictures available to stimulate discussion. Ask the children if they wear the same type of clothes as are in the pictures.

Dress the Doll

Make a felt child and clothing for each season of the year. Put the child and the summer clothes on the felt board. Have the children name the clothes. Talk about when you wear the different clothes, such as the bathing suit for swimming, shorts for playing, etc. As you talk, have the children take turns dressing the felt child for the other seasons.



Fingerplays



Clothes: The Mitten Song

"Thumbs in the thumb-place,
Fingers all together!"
We sing in mitten weather
When it is cold,
It doesn't matter whether
Mittens are wool
Or made of the finest leather.
This is the song
We sing in mitten weather:
"Thumbs in the thumb-place
Fingers all together!"

Shop Windows

Mother like the frocks and hats
And pretty stuffs and colored mats
Daddy never, never looks
At anything but pipes and books
Auntie's fond of chains and rings
And all the sparkly diamond things
Richard likes machines the best
He doesn't care about the rest
Nanny always likes to stop
In front of every single shop
But I don't want to wait a minute
Till we get to the one with the puppy dogs in it.

Tying My Shoe

I know how to tie my shoe.
I take the loop and poke it through.
It's very hard to make it stay,

Helping's Fun

When I come in from outdoor play
I take my shoes off right away.
I set them by the door just so,
Then off my scarf and hat they go.
Zip down my coat and sweater too
And hang them there 'till I go out
After lunch without a doubt.





Sing, Song, Sway

The Dressing Song

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

This is the way we put on snow pants,
Put on snow pants, put on snow pants.

This is the way we put on snow pants,
All on a snowy morning.

This is the way we put on our boots,
This is the way we put on our coat,
This is the way we put on our scarf
This is the way we put on our hat,
This is the way we put on our mittens

Vary the verses of this song to coordinate with the season you are discussing.



What Would You Wear?

(To the tune of "The Farmer in the Dell")

Oh what would you wear? Oh what would you wear?

What would you wear if you were going swimming?

I'd wear a bathing suit. I'd wear a bathing suit.

When I go swimming, I'll wear a bathing suit.

Oh what would you wear? Oh what would you wear?

Oh what would you wear if you were playing in the snow?

I'd wear a snowsuit. I'd wear a snowsuit.

When I make a snowman, I will wear a snowsuit.

Oh what would you wear? Oh what would you wear?

When you go to bed, oh what would you wear?

I'll wear pajamas. I'll wear pajamas.

When I go to bed, I will wear pajamas.





Sing, Song, Sway

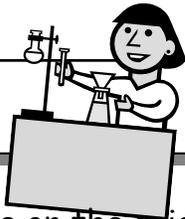
This is the Way We Match our Clothes

(To the tune of "Here We Go Round the Mulberry Bush")

This is the way we match our clothes,
Match our clothes, match our clothes.
This is the way we match our clothes,
To get ready for school.

This is the way we select our clothes,
Select our clothes, select our clothes.
This is the way we select our clothes,
To go to the ballgame.

This is the way we model our clothes,
Model our clothes, model our clothes.
This is the way we model our clothes,
To go to church.



Science

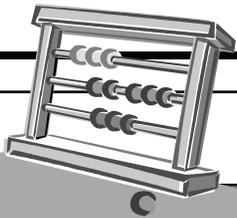
- ☺ Place on the science table different types of fabrics used for fall clothing, such as wool, cotton, and leather. Encourage the children to feel it and notice the difference among the fabrics.

☺ Body Wraps

Provide pictures of people in different countries wearing lengths of cloth as articles of clothing. Have available large pieces of fabric, such as squares of fabric yard by yard or 36 feet and let children experiment with different ways of wrapping cloth around their bodies.

☺ Clothes Sort

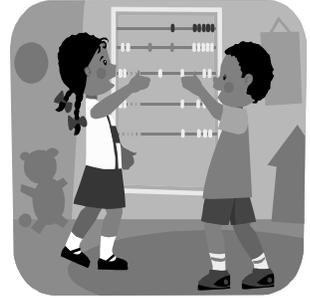
Place all types of clothing in a basket. Let the children assort the clothes, and fold the clothes.



Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning-Mathematics and Science

- ☺ Have children sort clothes by size and color.
- ☺ Mount pictures on cardboard and cut into pieces.
- ☺ Provide children with magazines or circulations from JCPenney, Wal-Mart, Target, etc. and use to make an accessory collage.
- ☺ Give children an index card with pieces of fabric and have them match the texture and color.
- ☺ **Junk Sets and Sorting**



Make collections of buttons, sequins, beads, etc. Allow a group of children to work with the collection of junk and sort the objects into a variety of sets. The children will need much experience handling and labeling their sets. If the children are having difficulty, you can assist by naming sets the children should look for, e.g., a set of buttons that are circles, a set of buttons with two holes. Additional suggestions of things to add: Zippers, lace boards, fabric glued to cards for matching patterns, simple sewing patterns.

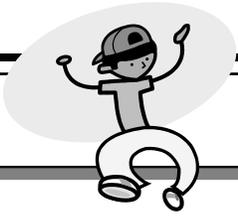


Block Center

Benchmarks: Experience Success 1.4-1.9

- ☺ Add shoe boxes to the block area.
- ☺ For building, secure large cardboard boxes, clothing boxes, shoe boxes, and empty cardboard bolts from the fabric center.





Gross Motor

Benchmarks: 4.9, 4.11, 4.12, 4.13

☺ Build a loom for weaving fabric out of wood and nails or a new Styrofoam tray or paper plate. Slit the paper plate or the tray. Have children use yarn to weave back and forth.

☺ What's in the Bag: A Relay

Fill two laundry bags with large sized clothes and shoes. Place them at one end of the room and playground. At the other end, put the children in two lines. The first child in line runs to the bag, takes one piece of clothing, puts it on, and runs back to the group. The second child runs to the bag and follows the same procedure. Continue until all children have had a chance to get a piece of clothing.



Sand and Water

Benchmarks: Cognitive/Intellectual Learning; Mathematics and Science: 3.19-3.20, 3.23

☺ Add paper dolls to the sand center.

☺ Discuss with the children, people who live in the deserts and how they wear long robes to protect them from the blowing sand.

☺ Allow the children to put pieces of material in the water to see how the fabric feels when wet, and call attention to changes in color and size.





Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

Clothing Store

Add materials to the dramatic play area replicate a clothing store. Suggestions: a variety of occupational clothes, dress up clothes with accessories, tags/signs for pricing—money, receipt books, large pieces of fabric, lace, etc. Place clothes in the dramatic play area or clothing store, that are of fall colors: red, orange, yellow, brown, To complete the fall outfit, include items such as gloves, hats, jackets, coats and shoes. Or turn the dramatic play area into a clothing store and place in the store fall clothes. Encourage the children to pretend that they are shopping for a fall outfit. Label the clothing. Other items to add to the center: fake jewelry (necklaces, clip-on earrings, rings, old watches, etc.), magnifying glasses, small jewelry gift boxes with cotton squares, cardboard cutouts of hands to display rings, jewelry store sign, small sacks, price tags, cash register, skirts, plastic flowers, grass mats, shirts, sun hats, visors, sunglasses, small muumuus, silk flowers to pin in hair, prisms for making rainbows, and a clothes basket with clothes for folding.



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Restaurant

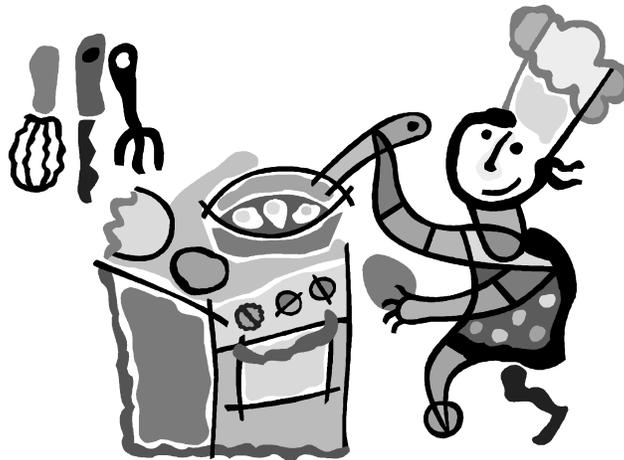
Circle (Group) Time

Talk About

Ask the children if they have eaten at any restaurants. Make a list of the ones they mention and let them tell you their favorites. Talk about the different kinds of restaurants they mention. Are they fast-food, family-styles, or restaurants featuring foods of a specific nationality?

A Life Size Sorting Game

Make large master boards 9" by 12" tagboard, and put a picture of a different kind of restaurant on each board. Include a delicatessen and different types of franchise restaurants. Include some ethnic restaurants. On 3" by 5" cards, paste pictures of different food found in those restaurants. Make one card for each food item, including everything from hamburgers, tacos, and donuts to several types of ice cream cones. A child picks a card and goes to the master board where that food would be found.





Art & Creativity

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

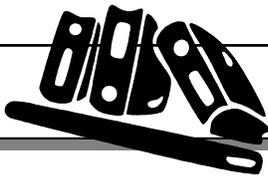
- ☺ Children can use a garlic press and white playdough to squeeze out "spaghetti," or roll strands of "spaghetti" with their hands (snake-style). Red playdough balls work well for "meatballs." They can also try making ravioli and tortellini, curly rotelli, and bow tie-shaped farfalle.
- ☺ Ask children to think about their favorite type of sandwich and draw their favorite sandwich.

Make Chef Hats

Cut a strip of white tagboard about 2" wide and almost long enough to go around the child's head. Staple a small rubber band to each end of the band. This will make the hats adjustable. Find a white paper bag with about the same circumference as the circle band. Staple the open end of the bag to the headband. Tissue paper can also be used for the hat, but it is not as sturdy as a paper bag.

Restaurant Collage

Collect newspaper coupons or coupons of their favorite restaurants, pictures of food items or local restaurants and let the children make a large collage.



Language Arts

Benchmarks: Language: 5.2-5.10

Make Menus

Look at a sample menu you have and review the different sections of the menu, noting what kinds of foods go in each section. Let the children cut out lots of pictures of all different kinds of foods from magazines. Use those pictures to make several menus to use in a play restaurant. Print the section headings and a few names of foods to go with the pictures. Put these together into a little booklet to resemble the type of menu you say. Make a cover for the menu from construction paper. Print a restaurant name and the word "menu" on the cover.

Fingerplays

This Little Hotdog

This little hotdog has ketchup.

Hold up thumb

This little hotdog has none.

Hold up next finger

This little hotdog has pickles

Hold up next finger

And this little hotdog has cheese.

Hold up next finger

But this little hotdog has everything

Hold up little finger

Five Little Preschoolers

Five little preschoolers at the café today

The first one said, "I'll have a hamburger if I may

The second one said, "What's this I see,

Baked potato, now that's for me!"

The third one said, "What should I eat?

I guess French fries would be a treat."

The fourth one said, "I'm not hungry,

A hot dog is enough for me."

The fifth one said, "I don't want that stuff,

But a big cheese pizza would be enough."

*Hold up five fingers to start;
with the other hand touch one
finger at a time as you say
each line.*

*Can also be done with props;
attach pictures of foods to
Tongue blades and let children
hold them up in sequence.*





Sing, Song, Sway

Variations on an "Old MacDonald" Theme

Old MacDonald had a hamburger,

E-I-E-I-O

And on this hamburger he had some cheese

E-I-E-I-O

With some cheese, cheese here

And some cheese, cheese there

Here some cheese, there some cheese,

Everywhere some cheese, cheese,

Old MacDonald had a hamburger

E-I-E-I-O



Old MacDonald had a hamburger

E-I-E-I-O

And on this hamburger he had some pickles

E-I-E-I-O

With some pickles here, and some cheese there.

Here a pickle, There some cheese

Everywhere pickles and cheese,

Old MacDonald had a hamburger

E-I-E-I-O



(Add:)

Catsup, mustard, onions and whatever else the children add.

(Can also be sung:)

And with this hamburger

He had French fries, a milkshake, onion rings, and so forth.

Continued on next page



Sing, Song, Sway

And still more variations on the same theme:

At the restaurant they have some _____.

E-I-E-I-O

Lettuce—(tomatoes, carrots, cucumbers and all kinds of salad ingredients)

Spaghetti—(meatballs, and everything else that goes with it)

Turkey—(stuffing, cranberry sauce, potatoes, gravy and so on)

Tacos—(lettuce, tomatoes, cheese, sour cream, beef, hot sauce, and so on)

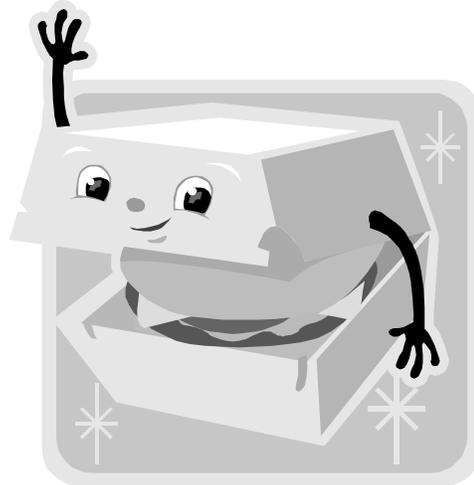
Pancakes—(and everything that might accompany them)

And so on!!!

The Chef Makes a Hamburger

(Sung to the tune of: "Farmer in the Dell")

The chef makes a hamburger
The chef makes a hamburger
Yum-yum, I am! oh yummy yum
The chef makes a hamburger



Other verses:

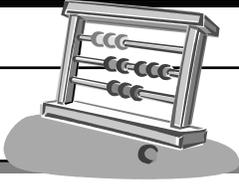
The chef chooses a bun
The chef chooses a burger
The chef chooses a pickle

Block Center



Benchmarks: Experience Success 1.4-1.9

☺ Add delivery trucks and food (in small boxes).



Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning-Mathematics and Science

Table Games

Pass out the sandwich patterns, and have children choose their bread fillings.

Math

Make a simple classroom graph of the pizza toppings that the children like and don't like. Discuss class favorites.

Science



Benchmarks: Cognitive/Intellectual Learning, Mathematics and Science 3.19-3.25

Planned Balanced Meals

Using pictures of food cut from magazines, plan "pretend" balanced meals. Use a paper plate and have the children order breakfast, lunch, or dinner. Put those pictures on the plate.

Flannel Board Activity

Match foods to words on puzzle cards.



Gross Motor

- ☺ Play chase. Let the chef be it. The object of the game is to have the chef chase the food (the other children) to be served in the restaurant. Have the children wear pictures of food on a string around their necks. When foods are caught, they are placed on a plate. When all the foods are caught, someone else is chosen as the chef.



Fine Motor

Benchmarks: 4.6-4.8

Waitress Hat

Materials: Two 3" by 12" white construction paper strips
7" square construction paper (any color)
5" square white construction paper
14" fabric ruffle
Stapler
Glue

Procedure:

1. staple the two 3" x 12" strips together to form a band to fit a child's head.
2. Fold the 7" square in a triangular shape and glue the ruffle between the two triangles around the two open edges.
3. Fold the 5" square in a triangular shape and cut the two triangles apart. Glue one triangle on the front of the larger ruffled triangle.
4. Glue the triangular design on the headband.

Chef Hat

Materials: Two 3" x 12" white construction paper strips
Two square white paper napkins
Stapler

Procedure

1. Staple the two 3" x 12" strips together to form a band to fit a child's head.
2. Open up the two napkins and staple them inside the headband making small gathers.
3. Gather the top together and staple.

Variation: For a more permanent and durable hat, use fabric stiffened with interfacing. Sew rather than staple.



Dramatic Play

Benchmarks: *Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3*

- ☺ Set up a dramatic play restaurant. Bring in a few small tables, the menus, table settings supplies (placemats and plastic silverware) centerpieces and other table items. Have the children pretend to be a chef, waitresses or waiters, hostess and customers. You can use pretend food if you have some, or make things that look like various food items out of paper, play dough, or felt and other scrap materials. If you wish, vary the type of restaurant from a family-size sit-down restaurant to a fast food restaurant or a pizza parlor.
- ☺ Other items to add to the dramatic play area: teacher-made menus, aprons for waitresses and waiters, small pads of paper with pencil, placemats, food for the restaurant (can just be pictures of food). Cut out pictures from magazines, and laminate with clear plastic onto paper plates. Develop menus to correspond with paper plate items.



Sand and Water

Benchmarks: *Cognitive/Intellectual Learning; Mathematics and Science: 3.19-3.20, 3.23*

- ☺ Have children wash the plastic food and the plastic plates, spoons forks, etc. before serving in a restaurant





Books Worth Reading

Benchmarks: Cognitive/Intellectual Learning: Language Arts: 3.1-3.5

Pippin Eats Out

Phyllis Adams

I Want to be a Restaurant Owner

Carla Green

The Twenty-Elephant Restaurant

Russell Hoban and Emily Arnold McCully

Geraldine Goes to a Restaurant

Louise Hodgson

Contento Juan

Sharon Peters

What Happens to Hamburger

Paul Showers

Green Eggs and Ham

Dr. Suess

Cloudy with a Chance of Meatballs

Judith Barrett

If You Give a Mouse a Cookie

Laura Numeroff

If You Give a Pig a Pancake

Laura Numeroff

Curious George Makes Pancakes

Margaret Rey

*Spaghetti and Meatballs for All!:
A Mathematical Story*

Marilyn Burns

My Food/Mi Comida

Rebecca Emberley



Bank

Circle (Group) Time

Talk About

Ask the children what they do with any money they receive. Ask them questions like:

Where do you keep it?

Where do your parents keep money?

Let the children suggest places to keep money and discuss what would the places for safekeeping be? Ask the children why people need money. What would we do if there was no money? Ask the children how we purchase things without money, do we write checks, use credit cards/debit cards?

Show and Tell

Show the children your own checkbook, credit cards, debit cards, etc. Explain how they are used and that they are used instead of money sometimes. Have cancelled checks for children to examine. Show the children different kinds of "piggy" banks. Let them tell about saving money in their bank.



Art & Creativity

Benchmarks: *Creative/Aesthetic Learning, Expression Through Art Forms and Activities* 2.10-2.12

What's Inside the Bank

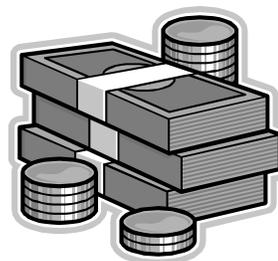
Fold paper in half and cut a roof shape at the top. Draw a door and windows. Cut along three sides of the door. Fold the door so that it opens and closes. Open the paper and draw a bank. Close the building. Children can open the door and see inside the bank.

Make banks and other businesses from brown paper bags. Draw the businesses on the bag. Stuff another bag with newspaper. Slip business bag over stuffed bag. This can be added to the block area to make a Block Village. Bring cardboard boxes

Fingerplays

Five Little Pennies

Five little pennies went to the store.
One bought a book; then there were _____.
Four little pennies belong just to me.
One bought a pen; then there were _____.
Three little pennies I'll share them with you.
One bought a sucker; then there were _____.
Two little pennies as bright as the sun.
One bought an eraser; then there was _____.
I put it in my piggy bank for a rainy day.

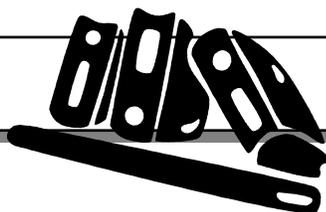


The Auto Bank

My mommy drove to the bank today,
To the drive-up window without delay,
Put the checks in a tube which whooshed away.

Pretend to drive car

Pretend to fill container



Language Arts

Benchmarks: Language: 5.2-5.10

Bank Book

Make a group book about the things the children have seen in the banks. Look for pictures from newspapers or magazines of things seen at the bank and put them in your book. Write the names by the items and talk about their uses. Let the children cut out newspaper advertisements about the bank.



Sing, Song, Sway

This is the Way

(To the tune of "Mulberry Bush")

This is the way we save our money,
Save our money, save our money.

This is the way we save our money,
We put it in the bank.

Pretend to drop coins in bank

This is the way we write a check,
Write a check, write a check.

This is the way we write a check
When we go to the bank.

Pretend to write

This is the way we spend our money,
Spend our money, spend our money
This is the way we spend our money,
When we go to the store.

Pretend to pay for something



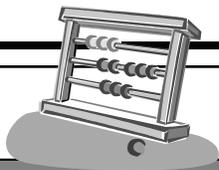
One-a-Penny

One-a-penny, two-a-penny, three-a-penny,
four,

Four-a-penny, Five-a-penny, that's a nickel
more.

Six-a-penny, Seven-a-penny, eight-a-
penny, more,

Nine-a-penny, ten-a-penny, that's a dime
for the store.



Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning-Mathematics and Science

Play Money Matching Game

Make a money matching game. Make a master board with a penny, nickel, dime, and quarter on one side of the board and on the other side draw circles for amounts to correspond with each coin. Make play money coins to use in the matching game by having the children lay paper over real coins and do rubbings. Cut out and laminate. If you wish, the coins can be mounted on copper or silver colored paper to look more realistic. You will need 41 pennies, nine nickels, four dimes, and one quarter. Have the children match the play coins using the circles drawn on the master board as a guide for the correct combinations equaling each coin.



Science

Benchmarks: Cognitive/Intellectual Learning, Mathematics and Science 3.19-3.25

☺ Have different kinds and sizes of coins for sorting and grouping. Have a magnifying glass for closer observations. Display sample of checkbooks, bank books, deposit and withdrawal slips. Display different locks especially with keys. Have cardboard shoe boxes for bank safety boxes. Secure a larger box for the vault to play the safety deposit boxes.



Fine Motor

Benchmarks: 4.6-4.8

Piggy Banks

Make piggy banks out of baby food jars, oatmeal boxes, Pringles potato chip cans, cocoa or other small cans. Have children decorate them.

Design a safety deposit box out of a shoe box.

Build a cylinder for the drive-thru bank for sending money to the teller.



Gross Motor

Benchmarks: 4.9, 4.11, 4.12, 4.13

- ☺ Play King Midas touch. Let one child be King Midas and try to tag the other children. When a child has been tagged, he or she is turned to gold.
- ☺ Hide the gold or hide the money around the play area. Have children find the green construction paper money, silver or gold coins.



Block Center

Benchmarks: Experience Success 1.4-1.9

- ☺ Add the "Block Village" to the block area.
- ☺ Make a drive-through window for banking out of blocks or cardboard blocks.
- ☺ Add signs "deposit", "open", "closed", "banking hours", "loans" and "bonds".
- ☺ Safe deposit box can be made out of cardboard, add number to the safe deposit box.
- ☺ Draw key shapes on safety deposit boxes. Have children match key shapes to shapes on safety deposit boxes.
- ☺ Have children construct an armed car. Place police officer around the car for protection.

Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

- ☺ Set up bank with play money, checkers, or buttons. Have children deposit "money." They can then write checks for friends to cash, or they can make a withdrawal themselves. Children take turns being tellers and customers. Add an old check writing machine (if you can find one), stamp pad, cash register and other props to your "play bank." Make a vault out of a large, heavy cardboard box or crate. Use a combination lock on it. Store extra "money" in it. For bank play, tellers come to get extra play money, checkers or buttons from the vault for the day's business. Add a drive-up window area to your bank. Use small cans with plastic covers or mailing tubes as your tubes to pass from car to window, or envelopes can be placed on a dust pan extended from the clerk at the window. Children can use wheel toys to drive up to the window!



Sand and Water

Benchmarks: Cognitive/Intellectual Learning; Mathematics and Science: 3.19-3.20, 3.23

☺ Make the water green by adding green food coloring. Put some liquid detergent to have green bubbles. Place pieces of green money shapes from plastic green bottles in sand area. Have children pick these up with tongs. Also add aluminum foil money shapes to water on sand area—these also can be picked up with tongs.



Books Worth Reading

Benchmarks: Cognitive/Intellectual Learning: Language Arts: 3.1-3.5

I Want to be a Bank Teller

Eugene Baker

*Five Pennies Make a Nickel— A Child's
First Savings Book*

Rhonda Bellack and Dick Voehl

Fun With Money

Kristin Brown

Careers in a Bank

Mary Davis

Money and Banks

Donald German

What is Money?

Elizabeth James and Carol Barkin

Let's Visit a Bank

Billy Pope

My Cash Register Book

Amyl Rosenberg

Let's Go to the Bank

Laura Sootin

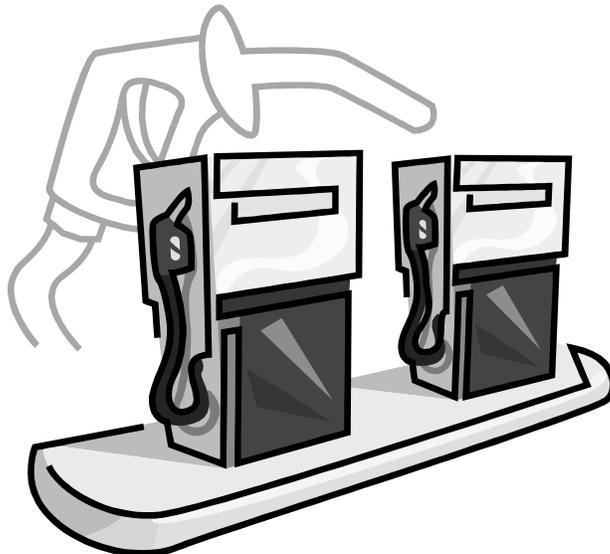
*Something for Sara: A Beginning
Book about Money*

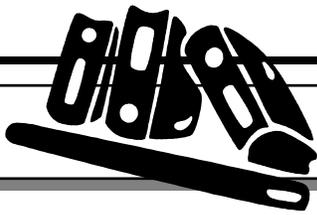
Sandra Ziegler

Service Station

Circle (Group) Time

- ☺ Let the children share their experiences they have had at a service station. Discuss what causes tires to become flat and how they can be fixed. Let the children use a bicycle pump to inflate balloons. Stick a pin in a balloon to demonstrate how tires get punctures. How do they fix tires? Let the children share about when they've had a flat tire?
- ☺ Talk about the clothes mechanics wear for their work. Why do they need heavy coveralls? Wonder how to remove grease from hands and clothes. Take some rags with grease stains on them and experiment with ways to get the clean. Does plain water remove heavy dirt? Does soaking them in soapy water work? What happens when you scrub them?
- ☺ Ask the children if their families have cars. If so, do they know what kinds of cars they drive? Do they take their car to the service station? Have they ever seen people working on their cars?
- ☺ Talk about cars that are made in this country. Name some of them. Explain that we call those cars ("foreign" meaning from other countries).





Language Arts

Benchmarks: Language: 5.2-5.10

Picture Story

Have the children look for magazine pictures of things they have seen at the service station or convenience station. Use the magazine cut-out pictures and descriptions dictated by the children to tell the story of what they have seen on a trip to the service station.

Thank You Letter

As a group, write a thank-you letter to the station which includes statements of what the children saw on the trip. If appropriate, include some pictures the children drew after the trip.

Fingerplays

Pumping Gas

See the gas pumps all in a row,
Lower the hose, push the crank
Put the nozzle in the tank,
Squeeze the handle,
An hear the gasoline flow.

(Have children make motions to imitate actions described)

S-s-s-s-s-s-s

Watch the pump,
Look at those numbers go!

My Car

My car it has four tires	(clap, clap)
Four tires has my car	(clap, clap)
And had it not four tires	(clap, clap)
My car couldn't go very far!	(clap, clap)

Sing, Song, Sway



At the Station

(Sung to the tune of "Down by the Station")

Down at the Service Station

Early in the morning

See all the cars,

Awaiting in a row.

See the mechanics,

Moving them around.

Lift up the hoists,

They're off the ground!

When We Go to the Station

(Sung to: "Mulberry Bush")

This is the way we pump the gas,

Pump the gas, pump the gas.

This is the way we pump the gas,

When we go to the station.

This is the way we check the oil...

When we go to the station.

This is the way we wash the car...

This is the way we change the tires...

This is the way we wash the windows...



Five New Cars

(Sung to the tune of: "Mexican Hat Song")

Five new cars on the showroom floor

Someone bought the compact

And now there are four.

Four new cars that we can see.

Away goes the wagon

And now there are three.

Three new cars the salesman shows
you.

Off goes the sports car

And now there are two.

Two new cars: see a mother and her
son.

They took the blue one

And now there is one.

One new car just as plain as can be.

But it's just right for

My family and me.

So we bought the last one

From the showroom floor.

And now we can't see anymore.

Sing, Song, Sway



The Wheels on the Car

(Sung to the tune of: "The Wheels on the Bus")

The wheels on the car go round and round,

Round and round, round and round.

The wheels on the car go round and round,

All through the town.

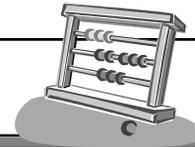
The doors on the car go open and shut.

The wipers on the car go swish, swish, swish.

The lights on the car go blink, blink, blink.

The horn on the car goes beep, beep, beep.

Math and Manipulatives



- ☺ Make a matching game using service station logos cut out of magazine advertisements.
- ☺ Cut out shapes of paper and let the children put them together to make cars. You will need small circles, larger-sized half circles, rectangles that are curved on one side, and some different sized rectangles.
- ☺ Make matching games and/or lotto games using car seals or wrapping paper with car pictures. Catalogs from car dealers or from sets of match-box cars can also be used to make games. For simple matching or lotto games, children find the cars that are the same.
- ☺ Make a vehicle model matching game. Cut out pictures of different models, such as station wagon, sports cars, two-door, four-door, and compact. On a master board, paste one picture at the start of each row. Paste other pictures on cards. Have children find the pictures that are the same model or type to match the first car in each row.
- ☺ Count wheels, doors, windows, lights, seats, and other parts of cars. Are all of these the same on all models? Compare color, paint finishes, and decorative trim on different models. Which colors and/or styles do the children like best? Compare sizes of different models. Compare sizes of specific parts such as tires and trunks. Look at how seating capacity changes with the size of the car. To aid in your comparison, measure some parts or ask salesperson for dimensions of different models.



Fine Motor

- ☺ Make small gas pumps out of tall, thin, small cartons. Use plastic tubing or telephone cords for the hose and pump spray handles from cleaners for nozzles. Place in the block and truck area. Make a large gas pump out of larger cartons to use with trikes and wagons. Use pieces of garden hose attached at either side to make two gas lines to encourage interaction. Can be used in dramatic play area or outdoors. Set up a pretend air pump for the tires.
- ☺ Make cars of milk cartons. Add doors, windows, and wheels.



Gross Motor

- ☺ Set up an outdoor car wash for the trikes and wagons. Provide a hose with a nozzle and lots of rags for wiping and pretend waxing.
- ☺ "Customers" can: Drive "cars and trucks" (wheel toys) up to the gas station and put gas and oil into their vehicles, clean the windshields, put air into the tires, and pay the attendant. "Attendants" can: Help customers pump gas. "Mechanics" can: Repair the cars or pump up an old inner tube. Or, a child can be the person who delivers the gasoline to the station in a big truck and pumps it into the underground



Cooking and Children Mix Well

Benchmarks: Cognitive/Intellectual-Mathematics and Science: 3.13-3.15; 3.23, Physical Development: Health and Nutrition: 4.3-4.5

Have children fill celery with cream cheese and add carrot wheels.



Block Center

Benchmarks: Experience Success 1.4-1.9

- ☺ Provide block center with different types of trucks and cars.
- ☺ Provide service station attendant puppets (make from cutouts and glue on toilet paper rolls).



Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

- ☺ Set up the dramatic play area as a service station with cartons, gas pumps, air pumps, some tools and a few small cans such as watering cans or oil cans (empty). Have children bring cars and trucks to be checked and fixed. Have children take turns being customers or mechanics at the station. Include self-service pumps, full-service pumps and a repair shop. Let the children decide on prices for different types of gas: regular unleaded, medium unleaded, premium unleaded, and diesel. Talk about which vehicles use which gas. Remind the children to use the diesel pump for trucks.
- ☺ Set up a table-top dramatic play area to resemble a dealership showroom. Decorate with bright-colored flags or banners made by children. Have model cars on display and lots of catalogs to look at. Write up signs for specials and signs to tell about features of the cars on display. During free play times the children can pretend to order cars or take them out on loan.



Sand and Water

Benchmarks: Cognitive/Intellectual Learning; Mathematics and Science: 3.19, 3.20, 3.23

- ☺ Build a pretend garage in the sand area. Use tow trucks to tow small cars needing repairs to the garage.
- ☺ Have a car wash. Add hose and a brush. Let the children wash their bikes, trikes or wagons.

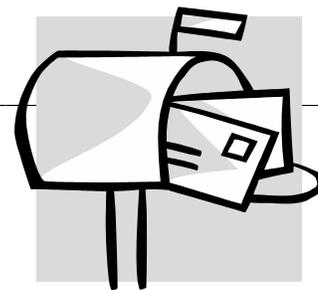


Suggestions? Ideas? Questions?

Feel free to send us your feedback!

Email: kmurphy@astate.edu

Mail: Childhood Services PO Box 808 State University, AR 72467





Books Worth Reading

Benchmarks: Cognitive/Intellectual Learning; Mathematics and Science: 3.19-3.20, 3.23

I Want to Be a Service Station Attendant

Eugene Baker

I Want to Be an Auto Mechanic

Eugene Baker

What Happens at a Gas Station

Arthur Shay



Training Announcement

38th Annual Early Childhood Education Conference

August 4-6, 2008

Fowler and Convocation Centers

Registration information coming soon