



Traveling, Traveling

November 2021



Growing. Playing. Learning.



Keep in mind that any materials you might need a little bit more time to gather are featured in red.

Get Ready!

Please see the Materials List for items you might need a little extra time to gather or locate.

Pack your suitcase and prepare for the journey ahead as children become expert travelers and get a taste of traveling near and far during our next unit, "Traveling, Traveling." This unit will introduce the children to different vehicles, packing for a trip and how maps and GPS help us find our way when traveling. Our STEM focus for this unit is maps, globes and atlases so be sure to have these navigation tools on hand. If any of the children are headed on trips in the coming weeks, be sure to incorporate this information into your lesson plans.

The activities included in this guide are merely a starting point and not an "end all." Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. Be sure to use the Individualization Web, Customized/Individualized Lesson Planning Sheet & Connecting the Dots component to help you with this goal.











Don't forget to email or send home a copy of the Family Letter with each child as you begin this unit. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

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Program Symbols for Developmental Areas

-  = Language Development
-  = Social Studies Knowledge
-  = Literacy Knowledge
-  = Social & Emotional Development
-  = Math Knowledge
-  = Creative Arts & Music
-  = Science Knowledge
-  = Physical Development & Health
-  = Logic & Reasoning
-  = Approaches to Learning

Get Moving!

Activities with this icon help you address the goals of the Let's Move! Child Care campaign (www.letsmove.gov).



Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Exploring Together: How Do You Travel Today? (p.4)</p> <p>Center/Small Group: Transportation Sensory Bin (p.5)</p> <p>Center/Small Group: So Many Ways to Travel (p. 5)</p> <p>Infants: Let's Move and Sing (p. 5)</p>	<p>Exploring Together: People-Powered Transport (p. 6)</p> <p>Center/Small Group: Off We Go! (p. 7)</p> <p>Center/Small Group: Walking Art (p. 7)</p> <p>Infants: Walk, Walk, Walk (p. 7)</p>	<p>Exploring Together: Drive Time! (p. 8)</p> <p>Center/Small Group: Car Painting (p. 9)</p> <p>Center/Small Group: Roads, Roads, Roads (p. 9)</p> <p>Infants: Little Car (p. 9)</p>	<p>Exploring Together: Please Take a Seat (p. 10)</p> <p>Center/Small Group: Let's Ride the Bus! (p. 11)</p> <p>Center/Small Group: Which Wheel Goes Where? (p. 11)</p> <p>Infants: The Wheels on the Bus (p.11)</p>	<p>Exploring Together: Choo! Choo! (p. 12)</p> <p>Center/Small Group: Workin' on the Railroad (p. 13)</p> <p>Center/Small Group: Train Track Rubbings (p. 13)</p> <p>Infants: Chugga, Choo, Choo (p. 13)</p>
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>Exploring Together: Pack It Up (p. 14)</p> <p>Center/Small Group: Snazzy Backpacks & Suitcases (p. 15)</p> <p>Center/Small Group: Pack and Unpack (p. 15)</p> <p>Infants: What's in the Suitcase? (p.15)</p>	<p>Exploring Together: How Do We Get There? (p. 16)</p> <p>Center/Small Group: Map Puzzles (p. 17)</p> <p>Center/Small Group: Where Would You Go? (p. 17)</p> <p>Infants: Traveling All Around (p. 17)</p>	<p>Exploring Together: Up! Up and Away! (p. 18)</p> <p>Center/Small Group: Awesome Airplanes (p. 19)</p> <p>Center/Small Group: Flying in an Airplane (p. 19)</p> <p>Infants: Fly, Little Airplane (p.19)</p>	<p>Exploring Together: How Would You Travel to... (p. 20)</p> <p>Center/Small Group: Different Types of Wheels (p. 21)</p> <p>Center/Small Group: Transportation Loose Parts Play (p. 21)</p> <p>Infants: Makin' Tracks (p.21)</p>	<p>Exploring Together: Transportation Day (p. 22)</p> <p>Center/Small Group: Through the Tube (p. 23)</p> <p>Center/Small Group: Spying Vehicles (p. 23)</p> <p>Infants: One More Time (p. 23)</p>

School-Age Activities:

Constructing Cars (p. 24)

Pick Public Transport (p. 25)

Where Are We Going? (p. 26)

Out of the Bus Window (p. 24)

We're Going on a Trip (p. 25)

How Far Will My Plane Fly? (p. 26)

DAY 1

Unit: Traveling, Traveling

Today's Focus: What Does It Mean to Travel?

Developmental Areas Addressed Today:



Be Healthy & Safe!

Always test the water temperature yourself before having children wash hands. Make sure it is warm enough but not too hot.

Teaching Tip of the Day

Teach with enthusiasm and excitement because the children are watching and listening to you. If you're excited, they will be excited, too!

Transition Time

Chant the rhyme, "How I Traveled Here Today" (p. 30) as the children move from activity to activity today.

Get Moving!

Exploring Together: How Did You Travel Today?

(all ages,         

Materials:

None needed

- We all use transportation to help us get from point A to point B every day. Today the focus of this experience will be on how the children use transportation in their own lives. This experience provides the perfect opportunity for more verbal children to build expressive language skills while those who are not yet verbal build receptive language skills. In addition, it opens the door for children to recognize that different families may use different types of transportation. This is a simple way to incorporate diversity into your program!
- Pretend to drive a car around the room and as children show interest, invite them to join you. Have the children follow you as they "drive" around the room. Then, park your "car" and have the children "park" theirs. Invite more verbal children to talk about the types of cars, minivans or other vehicles they rode in to get to your program today. Some children may have walked or ridden in a stroller. Others may have taken buses, subways or even Ubers!
- Next, teach the children the rhyme, "How I Traveled Here Today" (p. 30). Each time you say the rhyme, have more verbal children take turns filling in the third line. For nonverbal children, you will need to supply this information for them. Then, have all of the children act out the type of transportation named. Continue until all of the children have had a turn to name a type of transportation if they want to.
- **EXTENSION:** Sing the song, "When You're Riding Here or There" (p. 30) and talk about safety when riding in the car. It is very important for children to understand why it is important for them to sit still and stay buckled when traveling. If you take the children on an excursions in the car, be sure to sing this song when buckling them in.

Today's Vocabulary

Use some of these words in conversations with children today!

safety

travel

drive

ride

seatbelt



As younger children participate in activities today, model language by...

- Using words such as **safety**, **travel**, **drive**, **ride** and **seatbelt** and as children complete activities.
- Talking with children about safety as they buckle dolls and plush animals in and out of car seats (p. 5).
- Engaging children in conversations as they explore books about transportation and traveling (p. 5).

Questions to Spur Thinking

- What type of vehicle did you ride in this morning?
- If you did not have a vehicle to ride in, how else could you get here?
- Where else do you go in your family's (name of vehicle)?
- How do vehicles help people?
- What do you think our town would be like if we did not have vehicles?



Transportation Sensory Bin

(Toddlers–4 years, 🗣️ ? 🧠 😊 ❤️ 🌐 🗣️)

Materials:

- ❑ **Transportation Sensory Bin** - To make, locate a long, plastic bin with a lid. Fill with shredded paper or sand. Add assorted toy vehicles (safe for Toddlers).
- There are so many different ways people travel. A sensory bin is a fun, hands-on way for children to explore the concept of transportation in their own way. While putting the sensory bin together might take a little extra time, you will be able to use it for the entire unit. Doing so will also encourage the children to scaffold, or build upon, their learning from day to day.
- Set out the Transportation Sensory Bin and watch to see which children choose to explore it. As the children play with the vehicles in the bin, observe. Now would be an excellent time to record an anecdotal note about each child's level of fine motor control. You could also observe how the children interact with one another. Just keep in mind that children 3 and under will most likely engage in solitary or parallel play and this is totally developmentally appropriate.
- Ask open-ended questions as the children play as well. This will help you gauge their background knowledge about different types of transportation.
- Advanced Preschoolers: These children should be able to answer the open-ended questions you ask. They should also be able to compare/contrast the different types of transportation included in the bin

Let's Move & Sing

(Infants, 🗣️ 🎵 🧠 😊 🗣️ ❤️)

Materials:

- ❑ **Front carrier for an infant** (if available)
- A front carrier provides a wonderful opportunity for you to bond with infants. While holding the infant close and singing a song, you have an amazing chance to help the infant build receptive language and vocabulary while being close at the same time. If you do not have a front carrier, no worries! Just hold the infant instead.
- As you put the infant in the carrier, talk about what you are doing. Then, as you walk around with the infant in the carrier, sing the following song.

MOVE WITH ME
(tune: "Jingle Bells")

Move with me, move with me,
Moving all around.
Holding you safely close to me,
Way up off the ground.
Move with me, move with me,
There is lots to see.
I just love to hold you close
As you move with me!

DAY 1 - Center/Small Group Activities

Questions to Spur Thinking

- *Which type of transportation do you like best? Why did you choose that one? What type does your family use?*
- *What types of transportation did you find in the books?*
- *Why do you think there are so many different types of transportation people use each day?*

So Many Ways to Travel

(Toddlers–4 years, 🗣️ ? 🧠 😊 🗣️ 🌐 ❤️)

Materials:

- ❑ **Books about transportation and traveling** (see Book List, p. 30 for suggestions)
- Exploring books is a wonderful way for children to build background knowledge. It is not necessarily important that you read the books to the children unless they ask. Instead, simply handling the books and exploring them on their own is a great way for children to build skills in many different arts.
- Spread out the books you gathered ahead of time on the floor or on a table. As children show interest, invite them to explore the books. As they do so, be sure to ask open-ended questions (such as those above). Also, if the children ask you to read a book aloud, be sure to do so! For ELL/DLL children, be sure to have some books in their home languages for them to explore as well.
- Toddlers/Twos: These children are just beginning to learn how to handle books. Board books are often best for this age group because they are easier for their little fingers to handle. As these children explore the books, be sure to use plenty of language to describe the pictures and text.
- Threes/Fours/Advanced Preschoolers: These children should be able to handle the books carefully and may even attempt to "read" the stories. Remember ... retelling a story in their own words is an excellent way for your most advanced children to build comprehension skills.

Your Own Activities

DAY 2

Unit: Traveling, Traveling

Today's Focus: People-Powered Transportation

Developmental Areas Addressed Today:



Be Healthy & Safe!

Be aware of cords, shoestrings, pieces of string, etc. that could be dangerous in the hands of little ones. Put any items like these out of the reach of children to prevent accidents.

Teaching Tip of the Day

Listening intently when children speak is a great way of modeling respect.



Transition Time

Have the children pretend to ride their favorite kid-powered form of transportation when moving from activity to activity today.

Get Moving!

Exploring Together: People-Powered Transport

(all ages,          

Materials:

Notebook, pencil

- This experience helps children recognize the types of transportation that people use when traveling short distances. It will focus on those types of transportation that utilize people-power such as bicycles, tricycles, skateboards, strollers, wagons or even scooters! If at all possible, a walk/scavenger hunt around the neighborhood is a great way for children to make discoveries as they also build gross motor skills.
- Sit near a window that faces the street with a notebook and pencil. Chances are good the children will be curious and join you. Explain that today they are going to “spy” the types of transportation people use to move around your neighborhood.
- Next, challenge more verbal children to name the types of transportation they see going down the street as they look out the window. Be sure to name these types of transportation in both English and each child’s home language for ELL/DLL children. As the children name each type, write it in the notebook, noting letters and letter sounds as you do so. How are the types of transportation the same? How are the different? Which types of transportation use people-power to move? (e.g., bicycle, stroller, wheelchair, walking, skateboard, scooter, rollerblades, etc.)
- Next, play the game, “Follow That ...” This is an active game so if the weather is nice, you might want to head outside. To play, explain to the children that you are going to say a type of people-powered transportation and they should pretend to ride it as they follow you around your outdoor play space. For instance, you might say, “Follow that bicycle!” and all of the children would follow you as they pretend to ride a bicycle.
- **EXTENSION:** Periodically over the next few days, have the children look out the window to see if they see anyone using people-powered transportation.

Today's Vocabulary

Use some of these words in conversations with children today!

walk **riding toy**
feet **scooter** **stroller**



As younger children participate in activities today, model language by...

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Engaging children in conversations as they create walking art (p. 7).*
- *Describing how children use their bodies to make kid-powered toys move (p. 7).*

Questions to Spur Thinking

- *What is people-powered transportation?*
- *You are not old enough to drive a car yet. What type of things can you “drive” to get from one place to the other?*
- *Which type of people-powered transportation do you think we will see the most? Why do you think that is?*
- *How does using people-powered transportation help our environment?*
- *Why is people-powered transportation good for short distances but not for long ones?*





Get Moving!

Off We Go!

(Toddlers–4 years, 🗨️ 😊 🌍 ❤️ ? 🙋 🖐️)

Materials:

- Riding toys, tricycles, scooters (3 or 4 wheeled), wagons, baby doll strollers, etc.
- During this experience, the children will be using their own “people power” to make vehicles go. Riding these types of toys not only builds gross motor skills, it also challenges children to take turns, cooperate and show respect for their friends.
- Set out a variety of riding toys (such as those listed above). As the children ride or push/pull them, engage them in conversations. Talk about how the way they ride or push/pull the toys makes them go. Challenge more verbal children to name some of the places they could go in their neighborhood or town using the types of transportation they choose to ride/push/pull.
- As the children play, be sure to keep an eye and ear out for issues that might arise if you have a riding toy that is very popular. If this is the case, you may need to use a kitchen timer to give each child a specific amount of time when riding/pushing/pulling that particular toy. This is yet another way for children to learn respect & practice self-regulation
- Advanced Preschoolers: These children can estimate the amount of time they think it would take them to ride the types of transportation they choose to go to a specific place in the community...like the grocery store. They can also talk about the types of people-powered transportation their families use at home.

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *Why did you choose that type of transportation?*
 - *How does your body help you make that (name of riding toy) go?*
-
- *Where are some places in your town that you walk with your (mom/dad/grandma/grandpa)?*

Walking Art

(Toddlers–4 years, 🙋 🗨️ ❤️ 🖋️ ⓘ 🌍 🙋 ? 😊)

Materials:

- Large sheets of white paper
- Folded paper towels or sponges soaked in paint in shallow dishes** (2-3 colors)
- Washable people figures (with feet)** - Be sure to provide “chunky” figures for Toddlers/Twos
- One of the ways we all travel from here to there each day is by walking. This experience utilizes art as a way to engage children in conversations about this form of transportation. During the activity, the children will build fine motor control as they create. In addition, this experience provides the perfect opportunity for you to talk with each child about colors in a meaningful way.
- Set out the paper, paint-soaked paper towels/sponges and washable people figures. Before the children begin, invite the children to make the toy figures “walk” around the table. What part of their bodies do they use to walk? Encourage more verbal children to talk about places they walk in their community. Do they walk to the grocery store? The library? A restaurant? Use this discussion to reinforce that walking is a type of people-powered transportation. At the same time, incorporate information about people who use wheelchairs or scooters to move from place to place if they are unable to walk. How do these assistive devices help them? Do any of the children’s family member use these types of helpful devices?
- Then, invite the children to press the feet of the people figures in paint and then make them “walk” across their papers. As they do so, encourage them to describe what they see. Do all of the people figures make the same type of footprints? What colors do the children choose to use?
- Fours/Advanced Preschoolers: Challenge these children to count the number of feet on the people figures as well as compare and contrast the prints.

Get Moving!

Walk, Walk, Walk

(Infants, 🗨️ 🙋 🙋 😊 🎵 ❤️)

Materials:

- None needed
- This experience is designed for those infants who are just beginning to stand with support or are attempting to walk with help. As you know all too well, these little ones just love to try to “put one foot in front of the other!” Adding a song just gives the experience an additional element of language.
- Invite the infant to hold onto your fingers or hands as he/she “walks.” Sing the following song as well.

WALKING, WALKING
(tune: “Mary Had a Little Lamb”)

Walking, walking ... move your feet,
Move your feet, move your feet.
Walking, walking ... move your feet;
Walking all around.

Your Own Activities

DAY 3

Unit: Traveling, Traveling

Today's Focus: Cars, Minivans & SUVs are Types of Transportation
Developmental Areas Addressed Today:



Be Healthy & Safe!

Keep areas clean and cracks sealed to keep little "critters" outside where they belong.

Teaching Tip of the Day

Children have short attention spans. Plan activities accordingly so that children stay interested and engaged.

Transition Time

Have children pretend to drive cars, minivans or SUVs as they move from activity to activity today.

Exploring Together: Drive Time!

(all ages,        

Materials:

- Toy vehicles** (cars, SUVs and minivans)
- Materials for constructing an obstacle course** (e.g., pillows, blankets, cardboard boxes, chairs, books, clothesbasket, etc.)
- Marcie the Mechanic puppet** (prepared, see p. 31)

- This experience invites children to work together toward a common goal. It also challenges children to think creatively as they problem-solve. Because the experience is open-ended, the end result (obstacle course) will be completely a result of the children's creativity. As the children work together, they will build fine motor control. In addition, this experience will provide a meaningful opportunity for you to talk with children about positional concepts such as over, under, around, between, etc.
- Begin by driving a toy vehicle across the floor. Have additional toy vehicles nearby and invite interested children to each pick one to drive as well. As everyone drives, talk with them about the vehicles. How are these vehicles the same? How are they different? Count the wheels together. Do any of the vehicles remind the children of the ones their families use to get from here to there? Use this part of the experience to gauge the children's level of knowledge about cars, minivans and SUVs as types of transportation that people often use to travel around their communities.
- Next, bring out Marcie and introduce her as a mechanic. Invite the children to ask Marcie questions about what she does in her job. How does she help to keep all of the vehicles on the road in good, working condition? Then, have Marcie challenge the children to use the other materials you gathered to build an obstacle course through which they can "drive" their toy vehicles. As the children construct the course, encourage them to identify whether their vehicles will go around, over, under, through, across, etc. each obstacle. Then, when the course is finished, be sure to drive your vehicle through it along with the children. Have Marcie handy in case any vehicle "breaks down" and needs a quick repair!

Today's Vocabulary

Use some of these words in conversations with children today!

car **minivan** **SUV**
roads **mechanic** **tracks**



As younger children participate in activities today, model language by...

- *Using words, such as those above, as children participate in the daily experiences.*
- *Engaging children in conversations as they create art with vehicles and paint (p. 9).*
- *Talking with children about their experiences with riding in cars, SUVs and minivans as they play with toy vehicles (p. 9).*

Questions to Spur Thinking

- *Which vehicle did you choose?*
- *What type of vehicle does your family use to get from there to there in our town?*
- *How are all of our vehicles the same?*
- *How are they different?*
- *What do you think a mechanic does? Would you like to be a mechanic? Why or why not?*
- *What types of real obstacles do cars, SUVs and minivans need to watch out for when they are on the road?*



Car Painting

(Toddlers–4 years, 😊 ❤️ 🖐️ 🖍️ 🗺️ 🗣️ ? 🗣️)

Materials:

- Large sheets of paper, **paint-soaked sponges or folded paper towels in shallow dishes** (2 or 3 colors)
- Toy cars (different sizes) that can be washed**
- Tub of soapy water, paper towels

- Painting with toy cars is a fun way for children to create art in a unique way. As the children participate, they will also build visual discrimination skills as they compare and contrast the tracks made by different cars. In addition, the children will have the opportunity to explore colors in a meaningful way...through art!
- Set out the materials listed above and invite the children to press the wheels of the toy cars in paint and then “drive” them on paper to create tracks. Adapt and modify for different developmental levels.
- Toddlers/Twos/Threes: Make sure to have “chunky” vehicles that are easy for these children to hold. In addition, be sure to describe the colors of paint these children use as well as the tracks they create.
- Fours/Advanced Preschoolers: These children may be able to name the colors they choose to use while painting. They can also count the wheels on the vehicles as well as compare and contrast the tracks they create. Additionally, have these children share which toy car reminds them the most of their family vehicle.
- **EXTENSION**: After painting, provide the children with a tub of soapy water they can use as a pretend “car wash.” Have them help wash the paint from the cars and then dry them with paper towels. This is an excellent way for them to build fine motor control and practice responsibility.

Get Moving!

Little Car

(Infants - ❤️ 😊 🖐️ 🗣️ 🎵 🗣️)

Materials:

- Toy car safe for an infant, small blanket

- Tummy time is important for infants because it helps to build their upper body strength as well as the muscles in their necks. Just remember that tummy time is hard work for infants! Limit the amount of time devoted to tummy time and be sure to stop before the infant becomes frustrated.
- Spread out a small blanket and put the infant on it. Place a toy car just above the infant’s head. As you push the car back and forth, sing the song, “Little Car” (p. 31). Watch to see if the infant raises his/her head to look at the car. Then, after tummy time is over, invite the infant to explore the car as you sing the song again.

DAY 3 - Center/Small Group Activities

Questions to Spur Thinking

- *When might a real car make tracks?*
- *Which way is your car going next?*
- *How are these roads like the roads in your town?*

Roads, Roads, Roads

(Toddlers–4 years, 🖐️ ? 🗣️ 🗣️ ❤️ 🗣️ 😊)

Materials:

- Blue painter’s tape** (test to make sure it is safe for your floor surface), toy cars
- Building eye-hand coordination does not need to be limited to writing, drawing, cutting and pasting. This experience helps children build eye-hand coordination in a totally different way. During the process, the children will also have the opportunity to explore direction words like *straight, forward, backward, left* and *right* in a meaningful way as you engage them in conversations about their play.
- Let’s make roads! Show the children the painter’s tape and invite them to help you use it to make “roads” on the floor. The tape should work well on either a carpeted or smooth surface. You will want to use strips of tape to make the roads with space between them on which the children to “drive” their cars. Once the roads are ready, the children can “drive” the toy cars on them. As they do so, use language to describe the movement of their vehicles. For instance, “Drew...your car just made a left turn” or “Sarah...your car just drove forward on the road.”
- Toddlers, Twos and Young Threes: For these children, you will probably need to tear and stick the tape yourself. They may not have the fine motor dexterity needed to stick the long strips of tape to the floor. But, they can tell you where to make the roads using nonverbal communication (e.g., gesturing/pointing).
- Older Threes/Fours/Advanced Preschoolers: Supply these children with blocks they can use to build buildings to go with their roads.

Your Own Activities

DAY 4

Unit: Traveling, Traveling

Today's Focus: Traveling by Bus

Developmental Areas Addressed Today:



Be Healthy & Safe!

Changing HVAC filters frequently not only is good for the system, it also helps eliminate dust from the air.

Teaching Tip of the Day

Accepting & celebrating individual differences is a wonderful way of teaching children about respect.



Transition Time

Have the children sing the familiar song, "The Wheels on the Bus" as they "travel" from activity to activity today.

Today's Vocabulary

Use some of these words in conversations with children today!

bus city school

seats fare



As younger children participate in activities today, model language by...

- Using words such as those listed above as children participate in today's activities.
- Engaging children in conversations as they role-play a bus ride (p. 11).
- Describing the different types of transportation and wheels in the Teaching Tool, "Which Wheel Goes Where?" (p. 11).



Get Moving!

Exploring Together: Please Take a Seat

(all ages,)

Materials:

- Chairs (1 per child), music
- Marcie the Mechanic puppet

- Both school and city buses are ways people travel from place to place in their communities and beyond. This experience utilizes a group game that will challenge the children to practice self-regulation, following directions and respect for others...all while pretending to take part in a bus ride!
- Start arranging chairs like a bus in the center of the room. Chances are very good the children will become curious and offer to help. After the chairs are arranged, see if the children can figure out the type of transportation you created. Once they suggest a bus, talk with them about buses. Explain that buses are public transportation. Be sure to explain what "public transportation" means and interweave respect for others into your discussion. If any of the children in your group use buses to get from here to there, invite them to share their experiences. Then, bring out Marcie the Mechanic and have her talk about how she works on buses when they have mechanical problems. What do the children think happens when a bus breaks down? Invite more verbal children to share.
- Next, introduce the group game, "Please Take a Seat." This game is played in a similar fashion to Musical Chairs. The difference is that you will not remove a chair each time. This makes the game cooperative and not competitive. Play recorded music and have the children move down the "aisle" between the chairs. Then, randomly stop the music and have all of the children take a seat. Continue to play in this fashion for as long as the children show interest.
- **EXTENSION:** If possible, go for a ride in the car or a walk around the neighborhood and watch for buses...both city buses (if there are some in your town) and/or school buses. Talk about who the children think might be riding on each bus that they see.

Questions to Spur Thinking

- *What type of transportation has rows of seats like this?*
- *Who do you know that rides a bus?*
- *How is a school bus like a city bus? How is it different?*
- *How many people do you think can ride on a bus at the same time?*
- *Where would you like to go on a bus?*



Let's Ride the Bus!

(Toddlers–4 years, 🗨️ ❤️ 🌍 ? 😊 🕒 🖋️ 🧠 🖐️)

Materials:

- Props to role-play riding a bus** (e.g., chairs to line up, large chair for driver, backpacks, purses, wallets)
- Gee Whiz bucks, p. 32** (print as many as you need)
- Role-play is a wonderful way for children to show what they know! It is also a great way for children to interact with one another. As the children participate in this experience, they will need to cooperate and use expressive language to communicate their ideas to others.
- Set out the props and invite the children to use them as desired to role-play a bus ride. Keep in mind that different developmental levels will approach this experience in different ways.
- **Toddlers/Twos/Young Threes:** These children will probably just enjoy sitting in the chairs and moving from chair to chair. You might want to sing the song, “The Wheels on the Bus” as these children play.
- **Older Threes/Fours/Advanced Preschoolers:** Invite these children to decide how to line up the chairs and where to put the driver’s seat. They can also decide how much it costs to ride the bus. Make sure the passengers have Gee Whiz bucks to pay for their bus ride. They may want to put their money in backpacks, purses or even wallets. As you observe, engage the children in conversations about their play, asking plenty of open-ended questions such as those above.

The Wheels on the Bus

(Infants, 🗨️ 🎵 🖐️ 😊 🕒 ❤️)

Materials:

- Toy bus with people figures** (safe for an infant)
- Infants generally love to put things in and take things out. If you happen to have a toy bus with people figures that is safe for an infant, this would be the perfect time to get out this material. If not, no worries! Just focus on the song, “The Wheels on the Bus” instead.
- Sit on the floor and hold the infant in your lap. Put the toy bus with people figures in front of you. Sing the song, “The Wheels on the Bus” as you push the bus back and forth. If the infant appears to want to help, let him/her. Then, pick up one of the people figures and sing a verse about the people getting on the bus. For instance, “The people climb on to ride the bus...” Then, once all the people are on the bus, sing, “The people get off the bus when it stops...” Invite the infant to continue to put the people in and take them out of the bus for as long as he/she shows interest.

DAY 4 - Center/Small Group Activities

Questions to Spur Thinking

- *Where is the bus going? How will you decide how much it costs to ride the bus?*

- *How did you figure out which wheel matched each vehicle?*

Which Wheel Goes Where?

(Toddlers–4 years, 🗨️ 😊 🌍 🕒 🖐️ ? 🧠 ❤️)

Materials:

- Which Wheel Goes Where? Teaching Tool, prepared** (see p. 31 for directions)
- The Teaching Tool for this unit challenges children to utilize their visual discrimination and problem-solving skills. At the same time, it opens the door for new vocabulary and plenty of expressive language.
- Set out the prepared Teaching Tool and pick up one of the wheels. Invite more verbal children to describe the wheel for you, noting things like the size and color. Be sure to do this in both English & each child’s home language for ELL/DLL children. Then, show the children the vehicles. See if the children can match the wheel to each vehicle.
- As the children play with the Teaching Tool, encourage them to talk about when they may have seen vehicles with wheels such as those in the game. Ask questions to help you gain a better understanding of each child’s level of background knowledge of common vehicles and wheels. This also opens the door for you to expose the children to new vocabulary.
- **Toddlers/Twos/Young Threes:** These children will probably need you to point to the wheel located on the vehicle and then challenge them to find the one that is the same. Just be sure to use plenty of language with this group.
- **Older Threes/Fours/Advanced Preschoolers:** These children can be challenged to compare and contrast the wheels. In addition, these children can share their experiences with the vehicles (including experiences with their families) featured in the Teaching Tool.

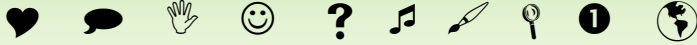
Your Own Activities

DAY 5

Unit: Traveling, Traveling

Today's Focus: Traveling by Train or Subway

Developmental Areas Addressed Today:



Be Healthy & Safe!

In an effort to get a child to take a necessary medicine, never refer to it as "candy." This can be very dangerous.

Teaching Tip of the Day

When you read a story aloud, invite the children to use their hands as puppets to help make the story come to life.

Transition Time

Have the children stand in a line with their hands on the waist of the person in front of them. Then, have them move from place to place like a choo, choo train. If desired, sing the song, "I've Been Workin' on the Railroad" as the children move.

Today's Vocabulary

Use some of these words in conversations with children today!

train **subway** **track**
ticket **conductor** **whistle**



As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities.*
- *Talking with children as they play freely with toy trains and tracks (p. 13).*
- *Engaging children in conversations as they make train track rubbings (p. 13)*

Questions to Spur Thinking

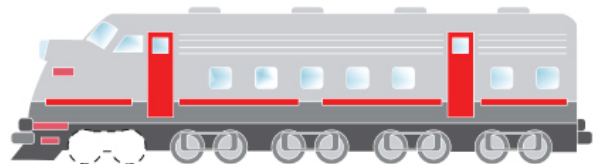
- *What type of transportation do you think I am pretending to be?*
- *Where have you seen a train (or subway) before?*
- *Who do you know that rides a train or subway to work each day?*
- *How many people do you think could ride on a train at the same time?*
- *Why do you think more cities have trains and subways than little towns in the country?*
- *If you could go anywhere on a train, where would you go?*

Exploring Together: Choo! Choo!

(all ages,)

Materials:

- **2 long newspaper/paper tubes** - To make each one, roll newspaper/paper into tubes and tape to secure. Then, tape 2 tubes end-to-end to make a long tube. Repeat so you end up with 2 long tubes.
- Children are often fascinated by trains! In some cities, the children may also have access to subway or metro systems. If this is the case in your area, be sure to plan a time to watch this type of transportation or even take a ride on it. If you do not have any of these types of transportation in your area, here is a great, short video you may want to show the children to help them gain background knowledge about trains and subway systems: <https://www.youtube.com/watch?v=Gvocx2QfWEk>
- Pick up the long newspaper tubes (one in each hand) and make train sounds as you move your arms. Chances are good the children will quickly join in! Have them stand behind you and hold on to both newspaper tubes. Then, once all the children who are interested join in, start moving your "train" around the room or outside play space. As you move, make train sounds and invite the children to make them with you. Don't forget to blow the whistle!
- After pretending for a short while, have the "people train" pull into the "station" and stop. Put the newspaper tubes aside and invite the children to share what they know, and what they want to learn, about trains and subway systems. Do any of the children's family members ride a train or subway to work each day? Through your discussion help the children recognize that these types of transportation can move many, many people at the same time to places both near and far. If you know the song, "I've Been Workin' on the Railroad," you may want to sing it with the children now.



Workin' on the Railroad

(Toddlers–4 years, ❤️ 🖐️ 😊 ? 🕒 🗣️)

Materials:

Toy trains and track

- During this experience, the children will build fine motor control, practice problem-solving skills and work together as they play with toy trains and track. This activity will also invite children to pretend and use their imaginations. Asking open-ended questions as the children play is a wonderful way for you to not only build receptive language skills but also to help children express their ideas verbally.
- Set out the toy trains and track. More than likely, you will not need to do anything else! Children seem to love playing with trains. If you have children with limited fine motor skills in your group, you may need to help them snap the track together. This can be challenging for Toddlers, Twos, Threes and even some Fours.
- As the children build and pretend, engage them in conversations about the trains. Talk about the colors and types of cars they choose to use. Challenge more advanced children to count the number of cars they use to create their trains. This is a meaningful way to incorporate numbers and colors into a free play experience.
- Advanced Preschoolers: These children may decide to use blocks or other materials to make buildings to go with their trains and tracks. In addition, challenge children to use ordinal position words (e.g., first, second, third....) as they describe their trains to you.

Chugga, Choo, Choo!

(Infants, 🗣️ 🖐️ 🎵 😊 🕒 ❤️)

Materials:

Toy train (safe for an infant)

- Infants learn about their world through hands-on exploration. Pushing or pulling a toy train not only helps infants build fine motor skills, it also helps them learn more about cause and effect. As you sing a song, you further enhance their receptive language skills.
- Sit with the infant on the floor and explore the toy train. Talk about the parts of the train and describe how the train moves as the infant pushes it.

CHUGGA, CHUGGA, CHOO, CHOO, CHOO
(tune: "Mary Had a Little Lamb")

Chugga, chugga, choo, choo, choo,
Choo, choo, choo,
Choo, choo, choo,
Chugga, chugga, choo, choo, choo;
The train goes down the tracks.

DAY 5 - Center/Small Group Activities

Questions to Spur Thinking

- *Where is your train going? What is it hauling?*
 - *Why do you think we use trains to haul so many things?*
-
- *What do you think you will see when you rub over the paper with the side of a crayon?*
 - *What shapes do you see in the train track patterns?*

Train Track Rubbings

(Toddlers–4 years, 🗣️ ❤️ 🕒 🖐️ 🎨 🕒 ? 😊)

Materials:

Wooden or plastic train tracks
 White paper, blue painter's tape, **unwrapped crayons**

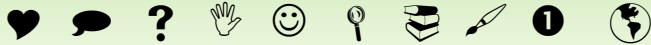
- Rubbings are a fun way for children to make, and test, predictions. They are also an excellent way for children to practice problem-solving skills as they build fine motor control. In addition, because many train tracks have patterns, this experience also opens the door for you to talk with children about patterns and shapes in a meaningful way.
- Set out the materials listed above. Invite interested children to place white paper over wooden or plastic train tracks and tape in place. Then have the children rub over their papers with the sides of unwrapped crayons. Talk with the children about what they see as they rub. Then, as they rub, talk with them about what appears. Adapt and modify based on the developmental levels of the children in your group.
- Toddlers/Twos/Threes: Use blue painter's tape to attach the track to the table and then more tape to attach the paper over it. This will prevent the paper and track from moving. As these children explore, talk about the colors of crayons they choose to use as well as the shapes they see in the patterns created by the tracks.
- Fours/Advanced Preschoolers: These children should be able to identify the colors they choose to use as well as some of the shapes that appear. Additionally, they should be able to verbalize their predictions and then compare them to the actual results.

Your Own Activities

DAY 6

Unit: Traveling, Traveling

Today's Focus: Tools Used When Traveling
Developmental Areas Addressed Today:



Be Healthy & Safe!

Put skid-proof pads underneath all rugs to prevent them from slipping and causing falls.

Teaching Tip of the Day

When you think you've run out of patience, close your eyes and breathe deeply for just a few seconds.

Transition Time

Have the children name something they would put in a backpack or suitcase if they were going on a trip before moving to the next activity.

Get Moving!

Exploring Together: Pack It Up

(all ages,)

Materials:

A backpack and a suitcase

- We all use items like backpacks and suitcases when we travel. This experience invites the children to share how they've used these tools when traveling in the past. At the same time, this active game challenges children to use good listening skills as they follow directions. Because this is a very active game, it will also help the children build gross motor skills and coordination.
- Sit on the floor with the backpack and the suitcase. As curious children choose to join you, invite them to talk about times when they use either backpacks or suitcases. Ask questions, such as those to the right, as the children share their experiences. They can even describe their own suitcases or the suitcases/backpacks their families use when traveling.
- Next, talk about some of the items people often pack in their backpacks or suitcases when they get ready to go on a trip such as their toothbrush, clothing, shoes and even a favorite teddy bear or doll. Then, introduce the group game, "Pack It Up!" To play, put the backpack and suitcase in different parts of the room. Then, give each child a simple direction to follow that involves an item to pack. For instance, "Tamara...please go find a crayon and pack it in the backpack" or "Jamal...please go find 2 blocks and put them in the suitcase." If possible, for ELL/DLL children, give the directions in both English & each child's home language. Google Translate can be a very helpful resource! For more advanced children, give them a two-step direction to follow such as, "Victoria...please go get a book and a plush animal to put in the backpack." Keep giving the children directions to follow for as long as they show interest. Then, after playing the game, have the children help unpack the backpack and suitcase and put all of the items back where they belong.

Today's Vocabulary

Use some of these words in conversations with children today!

backpack

pack

suitcase

traveling



As younger children participate in activities today, model language by...

- *Using the words above as the children complete the day's activities.*
- *Talking with children about things they take when they travel as they make their own backpacks (p. 15).*
- *Counting with children as they play the game, "Pack and Unpack" (p. 15).*

Questions to Spur Thinking

- *When do you use a suitcase or backpack?*
- *Why do you think people use backpacks and suitcases when they travel?*
- *Where did you go that you used a suitcase or backpack?*
- *What types of things do you pack in your suitcase or backpack when you travel?*
- *What do you think people would do if they did not have suitcases or backpacks to hold their things when they travel?*



Snazzy Backpacks & Suitcases

(Toddlers–4 years, ☺ 👤 ? 🌐 ❤️ 📖 ✍️ 🖐️ 💬)

Materials:

- 1 brown paper grocery bag for each child + a few extras bags (for Fours/Advanced Preschoolers)**
 - Empty cereal box for each child (Toddlers, Twos, Threes) + precut posterboard strip (handle) for each child**
 - Crayons/markers, tape, stapler
 - Stickers
- Creating a prop to use for dramatic play is a great way for children to build fine motor skills as they practice following directions. Once the prop is complete, using it as part of a dramatic play experience is an excellent way for children to show what they know about a topic. In this case, that topic is tools used when traveling. Please note...this is not an art experience. Adapt and modify based on the developmental levels of the children in your group.
 - Toddlers/Twos/Threes: A “suitcase” is going to be much easier for these children to create and then use as they play. It will be much sturdier and easier for them to pick up and carry. These children love stickers so have them decorate their “suitcase” (cereal box) with stickers and then add a posterboard handle. The children can then put things in their “suitcases” and take them out as they pretend.
 - Fours/Advanced Preschoolers: These children should be able to prepare their own backpacks. They can cut strips to tape to brown paper grocery bags for the straps. Talk about how they are repurposing materials. Then, they can decorate their backpacks (bags) as desired. You may even want this group to label their backpacks with their names. If so, this opens the door to talking with these children about letter names and sounds. Once finished, the children can wear their backpacks as they pretend to travel.

What’s in the Suitcase?

(Infants - ❤️ 🖐️ 👤 ☺️ 💬)

Materials:

- Small suitcase, plush animal
- Infants love to play Peek-a-Boo and this experience is a “twist” on that well-loved game! During this activity, the infant will be exposed to object permanence (the concept that an object still exists even if you cannot see it).
 - Sit on the floor and hold the infant in your lap. Put the suitcase in front of you. Show the infant the plush animal. Put the animal in the suitcase and shut the lid. Chant the rhyme, “Where Is...” (p. 31) and then open the lid and make the animal “pop” out as you recite the last line. If the infant wants to put the plush animal in the suitcase and take it out, be sure to encourage him/her to do so.

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- *Why do you think people use suitcases & backpacks when they travel?*
- *How many items do you think are in my suitcase? How did you come up with that amount?*

Pack and Unpack

(Toddlers–4 years, 🖐️ ❤️ 📖 👤 ? 🗣️ ☺️ 💬)

Materials:

- Suitcase**
 - Classroom items (your choice)
- Estimation is an important mathematical skill. This experience utilizes a fun game to help children practice making estimations. It also opens the door to help children practice counting skills in a meaningful way. You will want to adapt and modify this experience based on the developmental levels of the children in your group.
 - While the children are not looking, put 5 items in the suitcase. As children notice the suitcase, open it quickly and have the children peek inside. Then close it quickly and have the children estimate the number of items you packed. If desired, write down their predictions on paper. Doing so will help the children make the connections between number words and numerals. Then, have the children count with you as you remove each item from the suitcase. Compare their estimates to the actual results. Repeat, using a different number of items each time.
 - Toddlers/Twos/Threes: These children will probably not be able to make an estimation and that is OK. They will learn a great deal by listening to more verbal children as they do so and be exposed to counting as these same children count the items out loud.
 - Fours/Advanced Preschoolers: These children can take turns acting as the leader of the game. In this role, they can choose items to put in the suitcase, ask for estimates, write them down and then count out loud with the other children as they remove them.

Your Own Activities

DAY 7

Unit: Traveling, Traveling

Today's Focus: Tools Used When Traveling
Developmental Areas Addressed Today:



Be Healthy & Safe!

Always be sure to follow the age recommendations on toys. Those for children labeled "ages 3 and up" could pose a choking hazard to infants, toddlers and twos.

Teaching Tip of the Day

Always remember that children develop at different rates and this is completely normal!

Transition Time

Have the children pretend to use a cellphone, GPS or map as they move from activity to activity today.

Exploring Together: How Do We Get There?

(all ages,        

Materials:

Globe, map and/or atlas (as many of these as you have), + a cellphone with access to Siri and/or Google Maps and/or access to a computer/tablet

- Knowing how to get from point A to point B is a big part of traveling. In today's world, we have many different tools to help us. The STEM feature of this experience is to expose children to these tools. From looking at a globe or map and understanding that the blue parts are water to asking Google how long it takes to fly to Australia...there are many different interactive features in this experience to help children gain background knowledge.
- Sit on the floor with the globe, atlas and/or map. As children join you, encourage those who are more verbal to share what they know about these tools. Talk about how these tools are all designed to help us better understand where things are in the world and how to get there.
- Next, use the globe, map or atlas to play a game. If you do not have these, pull up a world map on your computer or tablet instead. Choose a child to close his/her eyes and point to a place on the globe or on a map. Read the name of the place (talk about letters in the process) to the children and talk about how they might travel there. Would they drive? Fly? Take a train? Boat? Then, if you have an Apple iPhone with Siri, ask Siri how long it would take to get there using the transportation the children choose. If you do not have Siri, use Google. Just type the question into the search box (e.g., "How long would it take to fly to Bombay?") Read the response to the children.
- **EXTENSION:** Print out a map of your city or county to explore with the children. Use stickers to label each child's home on the map as well as common locations (e.g., parks, grocery store, school, etc.).

Today's Vocabulary

Use some of these words in conversations with children today!

GPS map globe
atlas cellphone direction



As younger children participate in activities today, model language by...

- *Using the words such as those listed above during Exploring Together and throughout the day.*
- *Describing the maps children put together while playing with map puzzles (p. 17).*
- *Talking with children about where they want to go as they write/dictate (p. 17).*

Questions to Spur Thinking

- *What do you already know about these helpful tools?*
- *When might someone use a map?*
- *Why would a globe not be a good tool to use when traveling?*
- *What type of transportation do you think we would need to use to get to (name of place)?*
- *How does technology help us get from place to place?*
- *Who do you know that uses their cellphone to get directions?*



Map Puzzles

(Toddlers–4 years, 🗨️ 😊 ❤️ 📖 🌍 ? 🗺️ 🖐️)

Materials:

- Map puzzles** - To prepare, print images of maps from the Internet and mount to heavyweight paper. Cut each puzzle into the number of pieces you think will work best for each developmental level in your group. Store each puzzle in a zipper-top bag.
- Working puzzles is an excellent way for children to practice problem-solving, visual discrimination and fine motor skills. Because these puzzles are made from maps, they open the door for plenty of discussion about this STEM topic. As the children work the puzzles, be sure to engage them in conversations about what they see on the maps, reading any words they want you to read and talking about how maps help us find our way when traveling.
- Set out the prepared map puzzles. As children choose to explore this material, be sure to engage them in conversations about maps. Encourage them to share when they may have seen someone using a map or a time when they think a map might be helpful. Adapt and modify for different developmental levels.
- Toddlers/Twos/Threes:** These children may, or may not, be able to work puzzles. If they are able to do so, limit the number of pieces in the puzzles you make for this group to 2 or 3 at most. Even if they cannot put the pieces together, you can still talk with them about maps as they explore.
- Fours/Advanced Preschoolers:** These children will be able to work puzzles with more pieces. They may also want to draw their own maps and then make them into puzzles. If so, provide them with the materials they need to do this.

Keep these puzzles available for the remainder of the unit.

Traveling All Around

(Infants, 🗨️ 📖 🖐️ 🗺️ 😊 ❤️)

Materials:

- Books about transportation (board books, if possible)
- Reading books to infants is just as important as reading to older children. The key is to choose books that are short (with a few words on each page) and also spend more time talking about the pictures. If the infant has good fine motor control, he/she can also help you turn the pages.
- Sit on the floor with the infant and put the books nearby. Watch to see which books seems to catch the infant's attention. Then pick up this book, read the title and turn the first page. Read the words and talk about the pictures. If appropriate, invite the infant to help you turn the next page. Continue for as long as the infant shows interest. During this time, be sure to use plenty of vocabulary related to transportation and traveling.

DAY 7 - Center/Small Group Activities

Questions to Spur Thinking

- *When do you think you might need to use a map?*
- *Where in the world would you like to travel? Why did you choose that destination?*

Where Would You Go?

(Toddlers–4 years, 😊 🖐️ ? ❤️ 📖 🌍 🗺️ 🗨️)

Materials:

- Travel books, travel brochures and/or books that feature places in different parts of the world (whatever you hand on hand)**
- White paper, crayons/markers
- The world is a big, beautiful place! There are so many wonderful places to travel to in our world. The purpose of this experience is to expose children to different parts of the world and then invite more advanced children to draw, and/or write, about traveling there to visit. This literacy-rich experience will open the door for plenty of language, vocabulary and literacy concepts as well.
- Set out the books and invite the children to explore them. As they do so, talk with them about the photos or illustrations in the book. What do they think they would like best about visiting the places featured in the books or brochures? How would they get there? Give the children plenty of time to look at the books or brochures as you engage them in meaningful conversations. Adapt and modify from this point for different developmental levels.
- Toddlers/Twos/Threes:** For this group, simply focus on looking at the books and talking about the pictures. Many of these children may be nonverbal but can nod or shake their heads when asked questions. This is a nonverbal form of communication.
- Fours/Advanced Preschoolers:** Have these children draw and dictate (or write) details about taking a trip to the place from the books or brochures they want to visit the most. Have the children draw and dictate about the types of transportation they would take to get there, how long it would take, what they would pack in their suitcases, etc. Talk about letter names, letter sounds, words and sentences as you write down what each child says.

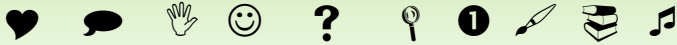
Your Own Activities

DAY 8

Unit: Traveling, Traveling

Today's Focus: Airplanes Help Us Travel Long Distances

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure that all stairs are gated so children cannot fall down them. While safety gates can be cumbersome, they are essential!

Teaching Tip of the Day

Embrace the children's energy! Think of it this way...the fact that they are always in motion will keep you young! 😊

Transition Time

Have the children pretend to be airplanes or jets as they "fly" from activity to activity today.



Get Moving!

Exploring Together: Up, Up and Away!

(all ages, 🗣️ 🙌 🗝️ 🌍 🖋️ 📢 ? ❤️)

Materials:

Toy airplanes and/or jets

- Children are often fascinated by airplanes and jets! In today's world, many young children have already had the opportunity to ride on an airplane as well. This experience invites children to share what they know about this type of transportation and then use that knowledge for action-packed game. During the game, the children will not only practice following directions, they will also be exposed to positional concepts in an interactive way.
- Put your arms out and pretend to be an airplane. Fly around the room and invite interested children to fly with you. After a minute or so, have all of your little "airplanes" land. Show the children the toy airplanes and/or jets and invite them to share their experiences with this type of transportation. Have any of them traveled by plane with their families? Use the toys to point out the different parts of an airplane or jet. Compare and contrast how the planes/jets are the same and how they are different.
- Next, introduce the game, "Do What the Plane Does." If the weather is nice, you may want to head outdoors. To play, give the children directions to follow (like you would if you were playing Simon Says). For instance, you might say something like, "All little airplanes...please fly around the table" or "All little airplanes...please fly through the hallway." This game provides the perfect opportunity to combine dramatic play with reinforcement of positional concepts. Continue to play for as long as the children show interest.
- **EXTENSION:** If you have an airport nearby, plan a trip to watch the planes take off and land. If this is not possible, here is a short video you may want to show the children: <https://www.youtube.com/watch?v=xk4LFFm1zAA>

Today's Vocabulary

Use some of these words in conversations with children today!

airplane jet

land airport pilot



As younger children participate in activities today, model language by...

- Using the words, such as those listed above as children complete today's activities.
- Talking with children as they pretend to fly in airplanes (p. 19).
- Helping children measure distance as they fly paper airplanes (p. 19).

Questions to Spur Thinking

- What do you know about airplanes and jets?
- What would you like to learn about these types of transportation?
- What parts does an airplane (or jet) have?
- How do you think airplanes and jets get up in the air?
- What animals are able to fly like an airplane or jet?
- If you had wings and could fly, where would you go?



Awesome Airplanes

(Toddlers–4 years, 🗨️ 😊 🙌 📏 ? 📏 ❤️)

Materials:

- White paper, crayons/markers, tape
- Measuring tape**

- While young children are not yet able to fold paper airplanes, they do love flying them! This activity starts as an open-ended art experience and ends as a science experiment. During the process, the children will build fine motor control and then practice making and testing predictions.
- Set out the white paper and crayons/markers. Invite the children to decorate sheets of white paper as desired. As the children create, engage them in conversations. This would be a meaningful time to talk about colors.
- Next, fold each child's creation into a paper airplane. Tape the edges to secure. Then, invite the children to "fly" their planes. Before they try, encourage more verbal children to predict how far they think their planes will fly. Then, have them fly their planes and use a tape measure to identify the actual distance. If the weather is nice in your area, you may want to do this part outside.
- Advanced Preschoolers: These children can try different techniques for flying their planes and then evaluate which ones work best. They can also help read the measurements on the measuring tape. In addition, these children may want to attempt to fold their own airplanes.

Fly, Little Airplane

(Infants, 🗨️ 📏 😊 🎵 ❤️)

Materials:

- None needed

- Songs are a wonderful way to engage infants and build receptive language skills. This song includes movement as well which makes it even more fun!
- Hold the infant in your lap facing you. As you hold the infant, lift his/her arms out to the side. As you sing the following song, gently move the infant from side to side as if he/she is flying.

FLY, LITTLE AIRPLANE
(tune: "Mary Had a Little Lamb")

Fly, little airplane way up high,
Way up high, way up high.
Fly, little airplane way up high,
Up above the clouds.

DAY 8 - Center/Small Group Activities

Questions to Spur Thinking

- *What did you do to make your plane fly the farther?*

- *Where are you going in your airplane? How long do you think it will take you to fly there?*

Flying in an Airplane

(Toddlers–4 years, 🙌 🗨️ ❤️ ? 📏 📏 😊)

Materials:

- Clothesbaskets and/or large plastic tubs to make into "airplanes"** - To make, cut airplane wings from cardboard or posterboard. Tape to the sides of clothesbaskets or plastic tubs to transform them into airplanes.
- Index cards, crayons/markers, **paper plates**

- Simple props can make a huge difference in the children's engagement level when participating in dramatic play! In this case, using clothesbaskets or large plastic tubs as airplanes gives the children a prop they can climb inside. As the children play with the props, they will need to respect one another as they take turns.
- Set out the prepared "airplanes" and watch how quickly the children clamor to get inside. As the children sit in the "planes," they can pretend to fly to different destinations around the world. They can use paper plates as steering wheels if they choose.
- This experience opens the door for plenty of conversations and language development. As the children pretend, they may decide they need additional props such as backpacks, small suitcases, books, plush animals, etc. Be sure to help them locate any additional materials they request if they ask you to help them.
- Advanced Preschoolers: These children can add an element of writing to the experience by using index cards to make "boarding passes" to use as part of the activity.

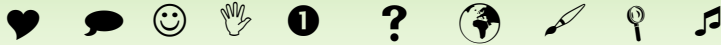
Your Own Activities

DAY 9

Unit: Traveling, Traveling

Today's Focus: So Many Different Ways to Travel

Developmental Areas Addressed Today:



Be Healthy & Safe!

It is important for children to get plenty of exercise each day. Make sure gross motor activities are part of your daily schedule.

Teaching Tip of the Day

Give children freedom to make mistakes and learn from them.

Transition Time

Have children pretend to be different types of transportation as they move from activity to activity today. They can also share where they are going as the move.

Get Moving!

Exploring Together: How Would You Travel to...

(all ages,)

Materials:

Toy vehicles (e.g., car, truck, bus, train, airplane, boat, etc.)

- The children should now have a strong understanding of how different types of transportation help people move from place to place. This experience builds upon that knowledge by inviting children to problem-solve. The experience is rich in language and vocabulary. In addition, the song that is part of the activity adds an element of dramatic play.
- Sit on the floor with the assorted toy vehicles. As children show interest, invite them to join you. Challenge more verbal children to describe each type of transportation and then compare/contrast them. Nonverbal children will learn by listening to the conversation.
- Next, introduce the singing/acting game, "How Would You Travel to...?" To begin the game, focus on destinations nearby and incorporate them into the following song. Then, after doing close destinations, talk about other places in the country (e.g., Disney World) and then places far away around the world (e.g., Africa). Each time, have the children act out the type of transportation they would take to travel to each place. Keep in mind that the children may have different ideas and this is great!

HOW WOULD YOU TRAVEL TO...?
(tune: "The Wheels on the Bus")

How would you travel to the grocery store,
The grocery store, the grocery store?
How would you travel to the grocery store,
Show me how you'd go.

How would you travel to the gas station...?
How would you travel to the (place to eat)...?
How would you travel to Disney World...?
How would you travel to Africa...?

Today's Vocabulary

Use some of these words in conversations with children today!

destination **travel**

land **speed** **air**



As younger children participate in activities today, model language by...

- Using words such as those above during daily activities.
- Naming different types of transportation as the children work with the Which Wheel Goes Where? Teaching Tool (p. 21).
- Engaging children in conversations as they engage in loose parts play (p. 21).

Questions to Spur Thinking

- What types of vehicles do you enjoy taking when going from here to there?
- Why do you like those types the best?
- How would you travel to....?
- Why did you choose that type of transportation to get you there?
- How would you get to (place) if you did not have a (type of transportation)?



Different Types of Wheels

(Toddlers–4 years, 🗨️ 😊 🖐️ ? 🗣️ 🗣️ 🗣️)

Materials:

☐ Which Wheel Goes Where? Teaching Tool

- Developing visual discrimination skills is an important task for young children. As children become ready to read, the ability to distinguish between letters becomes critical. The Which Wheels Go Where? Teaching Tool helps children develop skills in this area while also promoting fine motor development and conversations about different types of transportation.
- Set out the Teaching Tool and invite more verbal children to talk about the different types of transportation featured. Which ones are their favorites? Why do they like those best? Then, adapt for different developmental levels.
- **Toddlers/Twos:** Invite these children to explore the wheels and the vehicle cards. Describe the cards they pick up to help these children build receptive language skills.
- **Threes/Fours/Advanced Preschoolers:** Turn all the wheels upside-down and invite the children to take turns picking up a wheel and then matching it to the corresponding vehicle. As the children match the wheels, be sure to talk about the circle shape and practice counting skills with those children who are developmentally ready to do so. Now would be a meaningful time to also reinforce comparing and contrasting. If desired, you could even challenge your most advanced children to look for patterns on the vehicles. Do they see any?

Makin' Tracks

(Infants, 🗨️ ❤️ ? 😊 🖐️ 🗣️)

Materials:

- ☐ **Paint sensory bag** - To make, put paint inside a gallon zipper-top bag, squish out the air and seal. Cover the seal with masking or duct tape. Tape the bag to the infant's high chair tray.
- ☐ Infant-safe small cars

- Infants love to explore! Sensory bags, such as this one, are a wonderful way for infants to use their senses without making a big mess. Driving toy cars on the bags is a fun way for infants to explore cause and effect in a way that is appropriate for them.
- Once the infant is in his/her high chair, invite him/her to explore the sensory bag. As the infant explores, describe his/her actions and the results. Note the color and texture of the paint as well. Then, provide the infant with a toy car and watch to see what he/she does. Once again, describe the infant's actions and results. This is an excellent way for you to help the infant build receptive language skills.

DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- *What other types of transportation could be a part of our game?*

- *Which materials are you using? Why did you choose those materials?*

Transportation Loose Parts Play

(Toddlers–4 years, 🖐️ ❤️ 😊 🗣️ ? 🗨️)

Materials:

- ☐ **Plastic tub filled with small empty food boxes, paper towel roll tubes cut into pieces, plastic lids, drinking straws, plastic interlocking blocks, craft sticks, wood scraps, short pieces of PVC pipe, etc.**
- Children are incredibly creative! Loose parts play invites children to explore and create using their imagination. It is also an excellent way for children to problem-solve. Just make sure that all the items you put in the loose parts bin are safe for Toddlers, Twos and any children who tend to put things in their mouth. Make sure that none of the items are choking hazards.
- Set out the Transportation Loose Parts Play Bin and invite interested children to explore. As you observe, note how children use the materials. Now would be an excellent time to record an anecdotal note about each child's fine motor skill development as well as his/her problem-solving skills.
- **Fours/Advanced Preschoolers:** These children will probably use the loose parts in more elaborate ways than younger children. Because these children are more likely to be verbal, encourage them to describe how they are using the loose parts as they play. Now would be an appropriate time to reinforce the circle shape with this group as well.

Your Own Activities

DAY 10

Unit: Traveling, Traveling

Today's Focus: Transportation Day!

Developmental Areas Addressed Today:



Be Healthy & Safe!

Did you know that some houseplants are poisonous? Check out this website to make sure that all of the ones you have in your home are safe <http://www.ladybug.uconn.edu/FactSheets/houseplants--safe-or-poisonous.php#>

Teaching Tip of the Day

When children talk to you, be sure to give them your full attention.

Transition Time

Sing the children's favorite songs from this unit as they move from activity to activity today.



Get Moving!

Exploring Together: Transportation Day

(all ages, ☺ 🗣️ ❤️ 🖐️ 🔑 ① ?)

Materials:

- Assorted toy vehicles (hidden ahead of time)
- Wooden blocks
- Bananas (halves and slices), apple slices, grapes (cut in half), cheese sticks, graham crackers, etc.*
- Paper plates

- Today is Transportation Day! Choose the activities below that you think will work best for your program.
- Lost Vehicles - Oh, no! The toy vehicles are missing! Challenge interested children to help you find them. As the children look, give them clues that include positional concepts (e.g., "You might want to look under the pillow.") As the children find the vehicles, see if they can name each type of transportation. Once all of the vehicles are found, count to see how many the children found all together.
- Edible Transportation - Have the children use the food items you prepared ahead of time to create edible forms of transportation. Encourage the children to arrange the items they choose on paper plates. As they do so, be sure to engage them in conversations about their creations before they eat and enjoy them.
- On the Road Again - Set out wooden blocks and toy vehicles. Invite the children to use the blocks to build "roads" on which they can drive toy vehicles. As you interact with children, this would be a meaningful time to talk about shapes.

* As always, be sure to check with parents/caregivers before serving any foods.

Today's Vocabulary

Use some of these words in conversations with children today!

exercise **parade**

wheels **travel** **imagination**



As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities during the day.*
- *Describing vehicles as children play, "I Spy" with you (p. 23).*
- *Encouraging children to make and test predictions while experimenting with cardboard tubes and toy vehicles (p. 23).*

Questions to Spur Thinking

- *What type of vehicle did you find?*
- *Where did you find it?*
- *How many vehicles do you think we found all together?*
- *What is the same about the vehicles? What is different about them?*
- *Tell me about the type of transportation you made to eat.*
- *How long do you think the road is that you built?*
- *What types of vehicles are going to drive on your road?*



DAY 10 - Center/Small Group Activities

Through the Tube

(Toddlers–4 years, ♥ 😊 🙌 🔍 ? 💬)

Materials:

- Toy cars, trucks, buses, etc.
- Cardboard tubes (a wrapping paper tube would work really well) OR a piece of PVC pipe that is large enough for toy cars to go through**
- Measuring tape or yardstick**

- This experience is a lot of fun and challenges children to make and test predictions. In addition, because there is an element of measurement, it incorporates math in a fun and “real” way. As you interact with the children, be sure to engage them in conversations. This is not only a great way to build language skills, it is also a wonderful way to show interest in their play.
- Set out the materials listed above and watch to see what the children do with them. Chances are fairly good that quickly they will discover that if they position the tubes or pipe at a slant, the toy vehicles will roll down. As the children explore, do not step in right away but instead watch and listen. This will give you keen insight into each child’s developmental level in many areas. Adapt and modify based on each child’s developmental level.
- Toddlers/Twos/Young Threes: These children will probably just enjoy putting the vehicles in the tubes. You may want to have more than one tube so the children do not need to wait for a turn. Be sure to describe how the vehicles move and how far they travel as you engage with these children.
- Older Threes/Fours/Advanced Preschoolers: Provide the children with a measuring tape and/or yardstick they can use to measure how far the vehicles travel when they come out of the tube. This is a meaningful way of exposing them to larger numerals.

One More Time

(Infants, 💬 🎵 😊 🔍 ♥)

Materials:

- None needed

- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of their favorite songs or rhymes from this unit. You will find those songs and rhymes on pages 5, 7, 11, 13, 15, 19 and 31 along with any others from Exploring Together activities. Have fun!

Questions to Spur Thinking

- *How far do you think your (vehicle) will go?*

- *Which clue helped you figure out the vehicle that I was “spying?”*
- *Which vehicle is your favorite? Why do you like that one best?*

Spying Vehicles

(Toddlers–4 years, ♥ 😊 🙌 ? 🔍 💬)

Materials:

- An assortment of toy vehicles

- This interactive game is loaded with language! It also provides the perfect opportunity for you to evaluate each child’s listening and comprehension skills. Giving more advanced children the opportunity to lead the game is an excellent way for these children to put recently learned vocabulary to use in a fun way.
- As you put an assortment of toy vehicles on a table or the floor, invite those children that show interest to join you for a game. Explain that you are going to give a description of one of the vehicles. Challenge the children to point to the vehicle they believe you are describing as soon as they think they know which one it is. For instance, you might say, “I spy a vehicle with a yellow stripe on the side” or you could make it more challenging by saying something like, “I spy a vehicle that is sitting beside a bus that has green on the roof.”
- Advanced Preschoolers: These children can take turns giving the descriptions as they play the game. This is an excellent way for them to assume a leadership role.

Your Own Activities

School–Age Activities

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one day.

Constructing Cars



Cars Are One
Type a
Transportation

Materials:

- All types of recyclables, including plastic lids** (clean and safe for children)
- Drinking straws, hole punch**, assorted art/collage materials, glue, tape, etc.

- This experience will invite children to dabble in the world of engineering as they design and build cars from recyclables. As the children create, they will need to plan and then use their hands to create what they envisioned. This entire process will challenge the children to utilize their background knowledge about cars as they create.
- Set out the materials listed above and begin by inviting the children to describe their own family car or cars they may have seen in their neighborhood. Because these are school-age children, they should have a vast array of experiences with cars. Talk with the children about how cars help people travel from place to place. The children may even want to share about a destination they traveled to via car.
- Next, provide the children with the assorted materials listed above and invite them to use these to create their own cars. As the children create, be sure to engage them in conversations. Talk about the number of wheels their cars have to integrate math.
- **EXTEND FOR ANOTHER DAY:** Have the children present their cars to others when they are complete.

Questions to Spur Thinking

- *What type of cars do you like best? Why do you like that kind?*
 - *What would people do if they did not have cars?*
 - *What parts do most cars have?*
 - *Tell me about the car you created.*
-
- *What do you see when you look out the bus window on the way to school?*
 - *Why do you think schools use buses to get children to school?*
 - *What other kinds of buses have you see in your town?*
 - *Tell me about your picture.*

Buses Move a Lot of
People at One Time

Out of the Bus Window



Materials:

- White paper, crayons/markers, colored pencils, etc.

- Many school-age children ride a school bus to and from school each day. This experience invites the children to take their experiences with riding a school bus and convey it through art. If the children in your group do not ride a bus, no worries! Just change the focus of the experience to “Out of the Car Window” instead. As the children participate in this activity, they will need to utilize art to convey their ideas to others.
- To begin, have the children close their eyes. Challenge them to picture what they normally see when riding in a bus (or car). As they keep their eyes closed, encourage the children to describe the mental picture out loud. Then, provide the children with the materials listed above and invite them to draw pictures to represent their mental images. As you interact with the children, encourage them to describe their art to you. This is also a great time to talk about buses and how a bus is a type of transportation that can move many people at the same time. See if the children can think of other types of transportation that achieve this goal. When the children finish drawing, invite them to share their creations with others.

EXTEND FOR ANOTHER DAY: Have the children repeat this activity 2 or 3 times in one week. How do the images change? How do they stay the same?

School–Age Activities



Pick Public Transport



Why is Public Transportation Important?

Materials:

- Blank index cards OR precut pieces of paper, crayons/ markers, colored pencils
- Books about public transportation (see Book List, p. 30 for suggestions)

- School-age children are perfectly capable of understanding how the use of public transportation can help reduce air pollution. This experience introduces children to this concept and gives them the opportunity to be “activists” as spread the word about public transportation. Because this experience also incorporates writing, it opens the door for plenty of review of letter names and sounds.
- Invite the children to look at books that feature different types of transportation. See if they can locate the ones that can carry many people at the same time such as subways and buses. Encourage the children to share why they believe these types of transportation are so helpful to the environment. Then, set out the materials listed above and invite the children to make informational cards to hand out that encourage everyone to utilize public transportation. The children might write messages like, “Ride the bus” or “Take the subway to keep our air clean.” They can then give the cards they create to adults in their lives.

EXTEND FOR SEVERAL DAYS: This experience will definitely take more than one day to complete.

Questions to Spur Thinking

- *Why do you think it is important to people to use public transportation?*
- *How do you think using public transportation reduces pollution?*
- *Why do you think pollution is so harmful?*

- *What things do you pack in your suitcase when you travel?*
- *Why do you take those items with you?*
- *What would you do if you forgot your toothbrush when you went away?*
- *Was this game easy or difficult? Why?*

Things People Take with Them When Traveling

We’re Going on a Trip



Materials:

- None needed

- This game requires children to be focused and utilize their memory skills!
- Have the children sit in a circle. Before you begin, invite interested children to talk about the items they normally pack in their suitcases when they travel. Compare and contrast the items suggested by the children. How are they the same? How are they different? Then, introduce the game, “We’re Going on a Trip.” To play, have the first child start by saying, “I’m going on a trip and I’m taking (name of item).” Then next child will then say, “I’m going on a trip and I’m taking (item) and (item named by the first child).” See how far around the circle the children can get as they try to remember the item each person is going to take.

EXTEND FOR ANOTHER DAY: This is a fun game to play again and again. Just encourage the children to use different items each time you play. Do they get better at the game the more they play it? Why do the children think this is?

School-Age Activities

Where Are We Going?



Maps Help People
Travel from Place
to Place

Materials:

- White paper, crayons/markers, colored pencils
- Assorted maps** (printed or viewed on a computer/tablet)

- This experience has a STEM focus. During this activity, the children will explore and create maps. This activity helps children better understand how this tool helps people as they travel. Because this experience is for school-age children, you may also want to talk about direction using terms like *east*, *west*, *north* and *south*. If you have a smartphone, it should a compass feature (on an iPhone, it is under the Utilities app).
- Set out the assorted maps for the children to explore. As they do so, encourage them to share what they know about maps and how people use them when they travel. Look at the part of the map such as the key and the compass rose. Encourage them to talk about a time when someone they knew used a map.
- Next, provide the children with paper and writing tools. Invite them to use these materials to create their own maps. They may choose to draw a map of their neighborhood or town. They might even choose to draw a map of your backyard! As the children create their maps, help them label streets, building and locations. This is an excellent way to incorporate writing and literacy into this STEM activity.

EXTEND FOR ANOTHER DAY: Have the children make “treasure maps” and then use them to make treasure hunts for their friends to participate in. The treasure at the end might be something as simple as a sticker or special snack.

Questions to Spur Thinking

- *When have you seen someone using a map?*
 - *Why do you think maps are important?*
 - *If you went to a new place, how would you find your way around if you did not have a map?*
 - *What things did you put on your map?*
-
- *Why is flying a good way to travel to places that are far away?*
 - *If you could fly anywhere in the world, where would you fly?*
 - *Which modification helped your plane fly the farthest? Why do you think that is?*

Airplanes are a
Type of
Transportation

How Far Will My Plane Fly?



Materials:

- White paper, tape, **paper clips** (supervise carefully and keep out of the reach of children under 3)
- Measuring tape**

- Airplanes are often fascinating to children and so is the ability to fly. This activity invites children to create paper airplanes they can fly. As part of the experience, the children will also test their planes to see what modifications make them fly farther. This adds an element of science to the activity as well as math.
- Set out the paper and other materials listed above. Begin by talking with the children about airplanes. Encourage them to talk about a time when they may have ridden on an airplane or seen an airplane taking off and landing at the airport. Encourage the children to share why they think people take this type of transportation when traveling to places far, far away. Next, invite the children to create their own planes using paper, tape and paper clips. Challenge the children to test different folding designs as well as the addition of tape and/or paper clips to see if these modifications make their planes fly farther. The children can use a measuring tape to record the distance of each flight and then write down these measurements. At the end of the activity, they can then take all of this data and use it to create a graph.

EXTEND FOR ANOTHER DAY: This is definitely an activity that is going to take more than one day to complete. In addition, these older children can make additional paper airplanes for younger children to fly.

Directions for Make It! Sheets & Let's Read Together Booklet

The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use them in other ways as well.

Make It! Sheet #3 – My Passport Available in English & Spanish

You Will Need:

- White paper cut in half (5 half sheets per child), stapler
- Stamp pad, stampers



What to Do:

- The purpose of this sheet is to help children create a prop they can then use in dramatic play. This material also invites the children to utilize writing in a meaningful way.
- Give each child a copy of the sheet. Have each child count out 5 half sheets of paper to fold and place inside the cover. Then, staple on the left-hand side.
- Have the children write their names on the covers of their passports (more advanced children) or write their names for them. Then have each child draw a self-portrait inside. The children can then use their passports as they pretend to travel to different places. Have stampers and stamp pads on hand for the children to use to “stamp” their passports.

Make It! Sheet #4 – My Suitcase

You Will Need:

- **Empty cereal box for each child**
- Crayons/markers, child-safe scissors, art collage materials, string/yarn, gluesticks

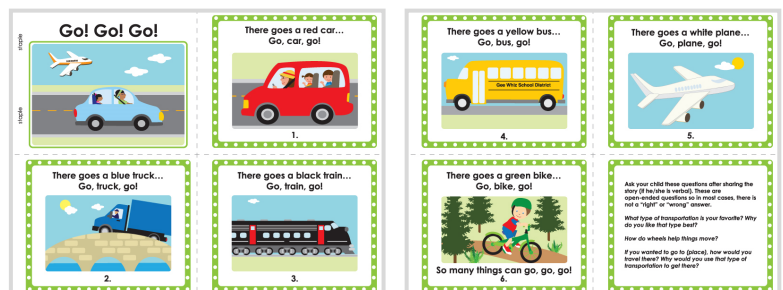


What to Do:

- The purpose of this sheet is to provide the children with a prop they can then use as they participate in dramatic play.
- Provide each child with a copy of the sheet. While the children decorate their suitcases, cut the top flaps from each box. Attach a short length of string or yarn for a handle.
- Once the children finished decorating, have each child glue his/her suitcase to the front of the cereal box. The children can then put things in their suitcases as they pretend to travel.

Let's Read Together Booklet Available in English & Spanish

Print out copies of both sheets, cut apart where indicated and staple on the left-hand side. Feel free to read the story with the children before sending home. Make sure to explain to parents/guardians the importance of reading to their children every day when sending home.



Experiences for Older Preschoolers: School Readiness

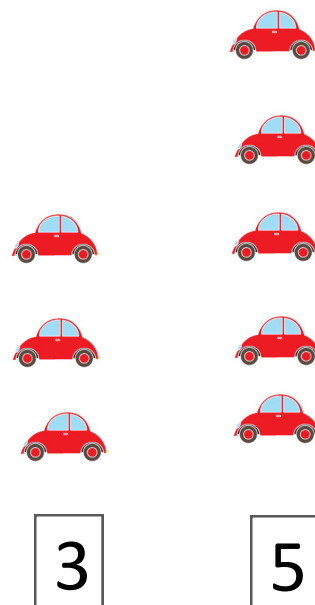
The following experiences are designed for older preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide. Incorporate them as you complete activities if they are appropriate for the older children in your care.

Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **Traveling from A to Z:** This experience will challenge children to use books and/or technology in a meaningful way. It will also expose the children to places with which they may not have been familiar. To begin, have the children help you print the letters A through Z on a long piece of paper. Then challenge the children to think of places they could travel to for each letter of the alphabet. Print the names of the places under the corresponding letters (or have the children do so if they are more advanced). For instance, for the letter A the children might suggest places like Africa, Antarctica, Alabama or even a local town like Allentown. See if the children can think of at least one place for each letter.
- ❑ **It Starts With...:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can children list other words that begin with the same letter and sound?
- ❑ **My Driver's License:** A driver's license is a piece of information that has many words and numbers on it. For this experience, print out some example of driver's licenses from different states from the Internet. Then, provide the children with blank index cards and crayons/markers/pencils. Invite the children to use these materials to make their own driver's licenses. You can take the children's photos with your smartphone or a digital camera and print them out (small size) so they can cut these out to add to their licenses. When the licenses are complete, the children can use them as part of their dramatic play. Hopefully, no one will get a speeding ticket! 😊

Counting and Graphing:

- ❑ **Park & Count:** This experience challenges children to recognize numerals and then create sets. Base the numerals you use for this experience on the developmental level of the children. If they are more advanced, you may want to use larger numerals. You will also need to have an assortment of toy vehicles for this activity. To prepare, print the numerals you want to use on index cards. Then, have the children arrange the cards in a horizontal line on the floor. They must then "drive and park" the matching number of vehicles above each numeral. As they do so, they will actually be constructing a simple graph. Once all the cars are parked, challenge the children to use the graph to compare and contrast the number of vehicles that are "parked" in each column.



Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
DAY 1	How Did You Travel Today? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA4, PD3, PD4, SS1, SS2	Transportation Sensory Bin LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK6, PD5, SS1	So Many Ways to Travel LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, PD5, SS2	Let's Move & Sing LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 2	People-Powered Transport LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, MK6, CA4, PD4, SS1, SS2	Off We Go! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, PD3, PD4, SS1, SS2	Walking Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK1, MK2, MK6, CA3, PD5, SS1	Walk, Walk, Walk LD1, LD2, SE1, SE4, AL1, AL2, SK1, CA1, PD4
DAY 3	Drive Time! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, MK3, MK6, PD5, SS1, SS2	Car Painting LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK1, MK2, MK6, CA3, PD5, SS1	Roads, Roads, Roads LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK3, PD5	Little Car LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 4	Please Take a Seat LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, CA1, PD4, SS1, SS2	Let's Ride the Bus! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR1, MK1, MK2, CA4, PD5, SS1, SS2	Which Wheel Goes Where? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK3, MK6, PD5, SS1, SS2	The Wheels on the Bus LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 5	Choo! Choo! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, CA1, CA4, PD4, PD5, SS1, SS2	Workin' on the Railroad LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, MK1, MK2, PD5	Train Track Rubbings LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK3, CA3, PD5	Chugga, Choo, Choo LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 6	Pack It Up LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, PD4, PD5, SS1	Snazzy Backpacks & Suitcases LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA4, PD5, SS3	Pack and Unpack LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, PD5	What's in the Suitcase? LD1, LD2, SE1, SE4, AL1, SK1, PD5
DAY 7	How Do We Get There? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LR1, PD5, SS2	Map Puzzles LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, PD5, SS2	Where Would You Go? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS1, SS2	Traveling All Around LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 8	Up, Up and Away! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK3, MK6, CA4, PD4, PD5, SS1	Awesome Airplanes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, PD3, PD5	Flying in an Airplane LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA4, PD5	Fly, Little Airplane LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 9	How Would You Travel to...? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK6, CA1, CA4, PD4, PD5, SS2	Different Types of Wheels LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK1, MK2, MK3, MK4, MK6, PD5	Transportation Loose Parts Play LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, PD5	Makin' Tracks LD1, LD2, SE1, SE4, AL1, SK1, SK3, LR1, PD5
DAY 10	Transportation Day LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, MK1, MK2, MK3, PD2, PD4, PD5	Through the Tube LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, PD5	Spying Vehicles LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, PD5	One More Time LD1, LD2, SE1, SE4, AL1, SK1, CA1

Please see the Gee Whiz User's Guide for a full list of Learning Indicators.

School-Age Experiences		
Constructing Cars LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK1, MK2, PD5, SS1, SS2, SS3	Pick Public Transport LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, PD5, SS1, SS3	Where Are We Going? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS2
Out of the Bus Window LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA3, PD5, SS1, SS2	We're Going on a Trip LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1	How Far Will My Plane Fly? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, MK5, MK6, PD5

Book List

Here is a list of books that compliment our unit, "Traveling, Traveling."

Airport by Byron Barton
An Airport Trip by Isabel Martin
Aviones by Julie Murray
Bear Takes A Trip by Sheila Blackstone
Bike On, Bear! by Cynthia Liu
Cars And Trucks And Things That Go by Richard Scarry
If I Built A Car by Chris Van Dussen
Let's Go Traveling In Mexico by Robin Rector Krupp
Little Kids First Big Book of Things that Go by National Geographic
My Bike by Byron Barton
My First Airplane Ride by Patricia Hubbell
My First Plane Ride by Erin Gathrid
My Traveling Grandma by Marie Wallace
Our 50 States by Lynn Cheney
School Bus by Donald Crews
Subway by Anastasia Suen
Subway Rides by Pamela Walker
A Suitcase Surprise For Mommy by Cat Cora
Transportation! How People Get Around by Gail Gibbons
Traveling By Airplane by Pierre Winters
The Trip by Ezra Jack Keats
A Trip Around The World by Leland Graham Ph.D.
We All Go Traveling By by Sheena Roberts
Winston the Traveling Dog by Cynthia Anne Finefrock

HOW I TRAVELED HERE TODAY

I woke up this morning and got ready to go.
 I packed my things and headed out, you know.
 I got in our (vehicle) and it started, vroomm, vroomm;
 And now I'm here having fun with you!

WHEN YOU'RE RIDING HERE OR THERE

(tune: "Twinkle, Twinkle, Little Star")

When you're riding here or there,
 It's important to take care.
 Lift your arms to be strapped in
 Or the trip will not begin.
 Once I'm sure that you are safe
 We'll be quickly on our way.



LITTLE CAR

(tune: "The Wheels on the Bus")

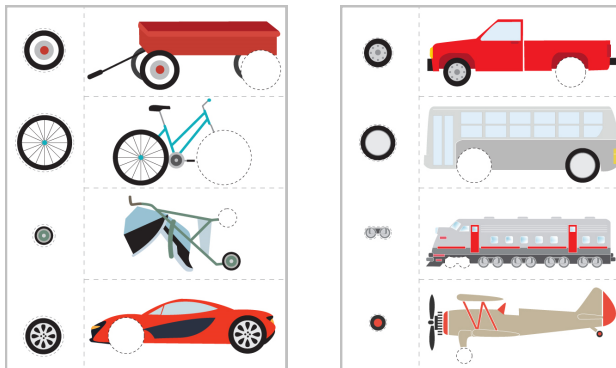
The little car drives back and forth,
Back and forth,
Back and forth,
The little car drives back and forth;
It's wheels go 'round and 'round.

WHERE IS...

Where is the little (animal)?
Where can it be?
Let's open up the lid and look...
POP! What do you see?

Which Wheel Goes Where? Teaching Tool Preparation Directions

- 1) Print the pages for the Teaching Tool from the Gee Whiz website. This file will be found with the other files for the unit, "Traveling, Traveling."
- 2) Cut out the pictures of the vehicles and glue them to a sheet of posterboard.
- 3) Glue the wheels to sturdy paper and cut out once the glue dries. To make the pieces more durable, cover them with clear Contact® paper.
- 4) To play the game, the children will match the wheels to the vehicles.



Marcie the Mechanic Puppet Preparation Directions

1. Print out the puppet sheet and cut apart where indicated.
2. Attach Marcie to a paper towel roll and her tool chest to a small empty food box.



