



Gee WhizTM
Education

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

Get Ready!

Please refer to the Materials List for items to gather as well as a question to ask parents and guardians before you begin this unit. ☺

What is your favorite part of the fair? The animals? The food? The rides? These are just a few of the questions the children will answer during our next unit, “Fun at the Fair” During this unit, the experiences and activities will focus on agricultural fairs (e.g., 4H fairs/county fairs). **Keep in mind that some children may not have experience with an agricultural fair. If this is the case for your group, you might want to start the unit with a short video such as this one:** <https://www.youtube.com/watch?v=gGDHtH52PLk>. If you choose to show this video, be sure to point out and read the text on the screen as it appears. If you happen to live in an area where this type of fair takes place, be sure to encourage the children to share their experiences. You will also want to have plenty of books available as well as videos to help children build background knowledge about this topic.

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. Use the Individualization Web, Customized/Individualized Lesson Planning Sheet and Connecting the Dots component to help 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



= Literacy Knowledge



= Math Knowledge



= Science Knowledge



= Logic & Reasoning



= Social Studies Knowledge



= Social & Emotional Development



= Music & Creative Arts



= Physical Development & Health



= 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
Exploring Together: The Fair is Coming! (p.4) Center/Small Group: Traveling to the Fair (p.5) Center/Small Group: Tickets for the Fair (p. 5) Infants: We're Going to the Fair (p. 5)	Exploring Together: Bunnies, Chickens & Ducks...Oh, My! (p. 6) Center/Small Group: Bunny Tail Tag (p. 7) Center/Small Group: Waddling in Water (p. 7) Infants: So Soft (p. 7)	Exploring Together: Moo. Neigh. Baa. (p. 8) Center/Small Group: Giddy Up! (p. 9) Center/Small Group: Milking Time (p. 9) Infants: Moo! Moo! Moo! (p. 9)	Exploring Together: Made by Hand (p. 10) Center/Small Group: In and Out. In and Out. (p. 11) Center/Small Group: Creating with Fabric & Yarn (p. 11) Infants: Fabric Fun (p.11)	Exploring Together: That Looks Yummy! (p. 12) Center/Small Group: Canning & Baking (p. 13) Center/Small Group: Canned vs. Fresh (p. 13) Infants: More Fair Fun (p. 13)
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Exploring Together: Make & Display (p. 14) Center/Small Group: Woodworkers Are We (p. 15) Center/Small Group: I Am an Artist (p. 15) Infants: Building with Wood (p.15)	Exploring Together: Movin' to the Music (p. 16) Center/Small Group: Making Instruments (p. 17) Center/Small Group: Swing Your Partner (p. 17) Infants: Bang! Bang! Bang! (p. 17)	Exploring Together: Around and Around (p. 18) Center/Small Group: Going for a Ride (p. 19) Center/Small Group: Many Moving Parts (p. 19) Infants: The Merry-Go-Round (p.19)	Exploring Together: Games to Play (p. 20) Center/Small Group: Come Play Our Games! (p. 21) Center/Small Group: Dream Prize (p. 21) Infants: Balls in the Bowl (p.21)	Exploring Together: Come to the Fair! (p. 22) Center/Small Group: A Yummy Fair Treat (p. 23) Center/Small Group: Who is Ready for a Story? (p. 23) Infants: A Tune for You (p. 23)

School-Age Activities:

When I Went to the Fair... (p. 24)

Do-Si-Do (p. 25)

Being Crafty (p. 26)

Galloping Races (p. 24)

Toss. Count. Win! (p. 25)

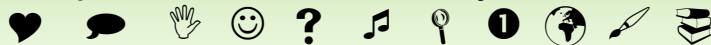
Sand & Water Cake Decorating (p. 26)

DAY 1

Unit: Fun at the Fair

Today's Focus: What is a Fair?

Developmental Areas Addressed Today:



Be Healthy & Safe!

Wet floors are slippery and can lead to falls. Make sure when children come in from outside you wipe up any water to prevent accidents.

Teaching Tip of the Day

There are many website out there that have tons of information about early childhood. Here is just one of them: <https://www.zerotothree.org/>

Transition Time

Have the children pretend to be their favorite "fair animals" when moving from activity to activity today.

Get Moving!

Exploring Together: The Fair is Coming! (all ages,

Materials:

- ☐ **"A Fair Counting Story" Story Props, prepared** (see p. 27-28 for preparation directions & story text)
- ☐ Flannelboard OR blanket draped over couch or chair

- The purpose of this experience is to help children build background knowledge about fairs. For some children, this will be an entirely new concept. For others, they may have experience attending local fairs and festivals. Either way, this experience will engage children in conversations, expose them to new vocabulary and also encourage counting skills.
- It's time for a new story! Position yourself near the flannelboard or a blanket draped over a chair or couch. As children become curious, invite them to join you for a special story. Note that this story involves counting and challenge your more advanced children to help you with this task as you tell the story.
- Next, use the story pieces and text on p. 27-28 to introduce the story, "A Fair Counting Story." As you tell the story, be sure to take time to count the pieces with the children as you put them on the flannelboard. After sharing the story, invite more verbal children to share their past experiences with the fair. What did they see when they went to the fair? Who went with them (e.g., members of their family, friends, etc.)? Tie their feedback back to the story if at all possible. In addition, this is a wonderful time to highlight how we all have different experiences and this is just one of the ways in which we are all different.
- **EXTENSION:** Here is another short video about the fair you may want to show the children: <https://www.youtube.com/watch?v=KV-SkgwKFJQ>

Today's Vocabulary

Use some of these words in conversations with children today!

fair animals rides

food crafts



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

- Using words such as **fair**, **animals**, **rides**, **food** and **crafts** and as children complete activities.
- Talking with children as they pretend to travel to a fair (p. 5).
- Engaging children in conversations as they make fair tickets (p. 5).

Questions to Spur Thinking

- What did you like best about this story?
- Have you been to a fair before? What did you see there? Who went with you?
- Which animal from the story would you like to see at a fair?
- How much do you think it might cost to go to a fair?
- Why do you think people like to go to fairs?





Traveling to the Fair

(Toddlers–4 years, 🗣️ 😊 ? 🎨 🎵 ❤️ 💬)

Get Moving!

Materials:

- ☐ Riding toys, wagons, doll strollers, scooters, tricycles, etc.

- Dramatic play is so much fun for children and an excellent way for you to evaluate their background knowledge on a new topic. During this experience, the children will use riding toys, wagons, etc. as they pretend to travel to a fair. As you engage the children in back-and-forth conversations, you can ask open-ended questions to gain information.
- Set out an assortment of riding toys, wagons, tricycles, etc. and invite those children who show interest to pretend to travel to the fair. Adapt and modify for different developmental levels.
- Toddlers/Twos/Threes: Make sure to have riding toys for this age group that do not require pedaling. Toys they can push with their feet are a great option! Also, remember that these children are more than likely not ready to engage in pretend play ... especially with other children. That is perfectly normal and OK. Just be sure to describe their actions as they play.
- Fours/Advanced Preschoolers: Be sure to ask these children open-ended questions as they play. This will help you evaluate what they know, and don't know about county fairs.

We're Going to the Fair

(Infants, 🗣️ 🎵 😊 🎨 ❤️)

Materials:

- ☐ None needed

- Infants love music and this song includes something else they love...movement! As you hold the infant in your lap and gently bounce him/her up and down to the beat, you will expose him/her to rhythm, rhyme and vocabulary in a meaningful way.
- Hold the infant in your lap as you gently bounce him/her up and down while singing the following song.

WE'RE GOING TO THE FAIR
(tune: "The Farmer in the Dell")

We're going to the fair!
We're going to the fair!
We'll see so many animals.
We're going to the fair!

Other verses (replace 3rd line):

We'll eat some very yummy food....
We'll ride up in the Ferris wheel....
We'll see a lot of arts & crafts....

DAY 1 - Center/Small Group Activities

Questions to Spur Thinking

- *How are you going to travel to the fair? How long do you think it will take you to get there?*
 - *Tell me about what you hope to see at the fair.*
-
- *How much are your tickets to the fair going to cost?*

Tickets for the Fair

(Toddlers–4 years, 🗣️ 😊 ? 🎨 🎵 📄 ① 🗣️ ❤️)

Materials:

- ☐ **Index cards OR small pieces of paper**
- ☐ Markers/crayons, stickers

- Most commonly, when you go to the fair, you need to buy tickets for admission. This experience introduces children to this concept and then invites them to let their creativity flow as they make their own fair tickets. In the process, children who are developmentally ready will have the opportunity to explore writing in a way that is appropriate for them. At the same time, math is included in this activity as children create "prices" for their tickets.
- Set out the materials and invite those children who show interest to use them to create fair tickets. Adapt and modify for different developmental levels.
- Toddlers/Twos/Threes: These children are too young to write or come up with prices for the tickets. Instead, they can simply scribble (which is writing to them) on index cards. As they do so, describe their actions as they make marks on the index cards.
- Fours/Advanced Preschoolers: Many fours and advanced preschoolers will have an understanding of "writing" but may not be able to write letters on their own. Instead, these children can dictate this information to you to write down. Be sure to talk about letters and words during this process. They can also share the prices for their tickets for you to add to them. This opens the door for you to talk about numerals in a meaningful way. Then, they can decorate their tickets as desired.

**SAVE THESE TICKETS FOR USE DURING
DRAMATIC PLAY FOR THE ENTIRE UNIT.**

Your Own Activities

DAY 2

Unit: Fun at the Fair

Today's Focus: Small Animals at the Fair

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure children always brush their teeth after eating.

Teaching Tip of the Day

Encouraging children to share their feelings, and accepting them, is a simple way to encourage them to be honest about how they feel.



Transition Time

Have the children pretend to be their favorite small fair animal (e.g., bunny, chicken, duck) when moving from activity to activity today.

Get Moving!

Exploring Together: Bunnies, Chickens & Ducks...Oh My!

(all ages,)

Materials:

- ☐ "A Fair Counting Story" story props
- ☐ Flannelboard or blanket draped over a chair or the couch
- ☐ **Plush bunny, chick or duck**
- Agricultural fairs often have a wide variety of animals for visitors to see. Many of these animals were raised by children through 4H. If you are not familiar with 4H, you can learn more about it by reviewing their website: <https://4-h.org/>. In addition to the counting story, this experience also invites children to build gross motor skills and express their creativity through an active song that incorporates creative dramatics.
- Sit on the floor and hold the plush animal you were able to locate. Pretend that you are taking care of it. As children become curious, invite them to join you. Encourage them to share what they know about the animal you are holding. For ELL/DLL children, be sure to say the name of the animal in both the children's home languages and English. Use the information the children share to begin a discussion about some of the small animals you might see if you visit the fair. If any of the children have visited a fair, encourage them to talk about the small animals they saw. Then, use the story props to tell the story, "A Fair Counting Story" on a flannelboard or blanket draped over a chair/couch. Encourage the children to keep an eye out for small animals as they appear in the story.
- Next, sing the song, "At the Fair" (p. 32). Today, use the names of small animals often found at fairs and then tomorrow, you will add the names of large animals. Encourage the children to pretend to be each animal as they sing about it.
- **EXTENSION:** Look at books about fairs (see Book List, p. 32) and see if the children can find, and count, small animals in the illustrations/photos.

Today's Vocabulary

Use some of these words in conversations with children today!

small rabbit bunny
chicken duck

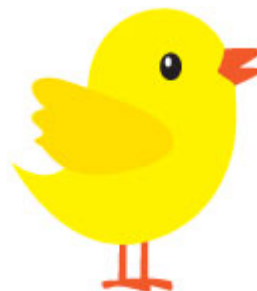


As younger children participate in activities today, model language by...

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Explaining how to play the game, "Bunny Tail Tag" (p. 7).*
- *Describing children actions as they pretend to be ducks while waddling in the sprinkler (p. 7).*

Questions to Spur Thinking

- *What animal am I holding?*
- *What other small animals do you think we might see if we went to the fair?*
- *If you were going to raise a small animal to show at the fair, what would it be?*
- *How are ducklings like chicks? How are they different?*
- *Which small animal from the story is your favorite? Why do you like that one best?*





Get Moving!

Bunny Tail Tag

(Toddlers–4 years, 🗨️ 😊 🕒 ❤️ ? 🖋️ ① 🙌)

Materials:

- ☐ **Cotton balls and masking tape OR blue painter's tape**
- The children are going to get plenty of exercise as they play this active game! Weather permitting, take this experience outdoors where the children will have plenty of room to run. In the course of playing this game, the children will build gross motor skills, practice self-regulation and engage in dramatic play...all at the same time.
- Invite interested children to play the game, "Bunny Tail Tag." To begin, use a loop of tape (masking or painter's) to attach a cotton ball to each child's lower back. Explain to them that this is their "bunny tail." Then, on your mark, have your little bunnies "hop" around the outdoor play space. As they do so, you should try to take their bunny tails. The object of the game is for the children to keep their bunny tails for as long as possible. Just keep in mind that your Toddlers/Twos may get upset if you take their bunny tails and they will probably not yet be able to hop (which is fine!). If this is the case, they can simply keep their tails and will build tons of gross motor skills as they move. Once all of the bunny's lose their tails, tape them back on and play again. This time, one of the older/more advanced children may want to assume the role of "bunny tail taker."
- Advanced Preschoolers: These children can count the number of tails you "take" each time they play. Is the number the same? Why or why not?

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- How fast do you think real bunnies can hop?
- What did you like best about being a duckling?
- If you were a real duckling, where would you live? Why did you choose that location?



Get Moving!

Waddling in Water

(Toddlers–4 years, 🙌 🗨️ ? 🕒 ❤️ 🕒 🖋️ 😊)

Materials:

- ☐ **Sprinkler, garden hose**
- ☐ Children's bathing suits, towels
- Playing in water is always a hit! For this experience, the children will also incorporate an element of dramatic play as they pretend to be ducks and ducklings. In the process, the children will build gross motor skills as they also practice cooperation and following directions.
- Set up the sprinkler and help interested children put on their bathing suits. Don't forget sunscreen! Then, turn on the water and invite interested children to pretend to be ducks and ducklings as they waddle in the water. Some children may choose to add sound affects as they play while others just enjoy playing in the water. As you observe, be sure to use plenty of descriptive language to talk about the children's actions and the water. This is an especially great way to help nonverbal children build future expressive vocabulary skills. Now would also be a meaningful time to expose the children to positional concepts (e.g., in/out, behind, between, around, etc.)
- Fours/Advanced Preschoolers: These children may choose to incorporate more dramatic play into the experience. For instance, they may choose to assume roles (e.g., mother duck, father duck, duckling) or even turn the experience into a game such as, "Mother Duck Says..." which would be played in a similar fashion to "Simon Says." Support any, and all, of their efforts if they are safe and appropriate.

So Soft

(Infants, 🗨️ 🕒 ① 😊 🙌 ❤️)

Materials:

- ☐ **Plush bunny, chick or duckling** (from Exploring Together)
- Just because infants cannot talk back does not mean that you should not talk to them! This experience uses a prop (e.g., plush toy) to help you expose infants to a wide variety of descriptive language in a way that is appropriate for them.
- Sit on the floor and hold the infant in your lap. Show the infant the plush animal. Invite the infant to use his/her senses to explore the animal. While the infant explores, use plenty of words to describe the plush animal and the infant's actions. For instance, you might say something like, "When you touch the bunny, it feels very soft" or "The bunny has four feet...1, 2, 3, 4." Even though the infant will not use these words or count out loud for quite some time, it is never too early to expose him/her to these concepts through exploration.

Your Own Activities

DAY 3

Unit: Fun at the Fair

Today's Focus: Large Animals at the Fair

Developmental Areas Addressed Today:



Be Healthy & Safe!

Any child, or adult, can have an allergic reaction to a bug bite. Keep an eye out for swelling, redness or any bites that are hot to the touch and make sure to point these out to parents/caregivers immediately.

Teaching Tip of the Day

Having a "plan" for the day is very important. It not only reduces your stress, it keeps children engaged as well.

Transition Time

Sing the song, "At the Fair" (p. 32) and have the children pretend to be their favorite large animals often found at the fair as they move.

Get Moving!

Exploring Together: Moo. Neigh. Baa.

(all ages,)

Materials:

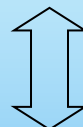
- ☐ "A Fair Counting Story" story props
- ☐ Flannelboard or blanket draped over a couch/chair

- There are so many interesting animals to see at the fair. This experience helps children build upon their existing knowledge of animals that can be found at the fair by exposing them to larger animals such as cows, pigs, sheep, goats and horses. During this experience, the children will build literacy skills, practice counting, engage in dramatic play and much more.
- Start singing the song, "At the Fair" (p. 32) and invite children who seem interested to join you. Sing all of the verses about small animals often found at the fair and invite the children to pretend to be those animals as you sing. Then, after singing the song, challenge the children to think of larger animals they might see at a fair. As more verbal children suggest each animal, be sure to say the name in both English and each child's home language (for ELL/DLL children). Then, invite the children to share what they already know about it as well as what they would like to learn.
- Next, share the story, "A Fair Counting Story" and this time, invite those children who are developmentally ready to count each animal as you read about it in the story. They can even help you put the pieces on the flannelboard or blanket and count with you as they do. After sharing the story, add more verses to the song, "At the Fair" (p. 32) to incorporate larger animals. Invite the children to pretend to be these animals as you sing.
- EXTENSION:** Here is a really cute video produced by kids about a 4H fair. We think your children will probably love it!
<https://www.youtube.com/watch?v=kBh8evtMZr4>

Today's Vocabulary

Use some of these words in conversations with children today!

horse pig goat
sheep cow pens

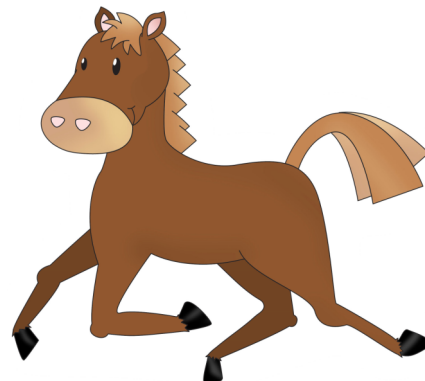


As younger children participate in activities today, model language by...

- Using words, such as those above, as children participate in the daily experiences.
- Engaging children in conversations as they build obstacles to avoid while pretending to "show" horses (p. 9).
- Describing children's actions as they pretend to milk cows (p. 9).

Questions to Spur Thinking

- What types of larger animals do you think you might see at the fair?
- What do you know about (name of animal)? What would you like to learn?
- How much hay do you think a horse eats in a day?
- If you were going to raise an animal to show at the fair, what type of animal would you choose? Why did you choose that one?





Giddy Up!

(Toddlers–4 years, ☺ ♥ ♫ ? ① 🗣)

Get Moving!

Materials:

- ☐ **Stick horses, prepared** - See p. 35 for printable and directions.
- ☐ **Materials for making an obstacle course for a horse show** (e.g., lawn chairs, cardboard boxes, orange cones, etc.—children's choice)
- It's time for a horse show! During this experience, the children will not only build gross motor skills, they will also work together toward a common goal. In the process, the children will need to practice problem-solving skills and working together. In addition, as children ride their "horses," you will be able to incorporate positional concepts into the experience as well. Adapt and modify based on the developmental levels of the children in your group.
- Show the children the stick horses you made ahead of time. Talk about how many fairs have horse shows where horses jump over, and go around, obstacles. Invite interested children to use materials found in your outdoor play space to create obstacles.
- Toddlers/Twos/Young Threes: These children will probably not yet be ready to build the obstacle course BUT can help you as you arrange "obstacles." Also, make sure the obstacles you choose for this group as easy for them to go over or around. Use positional words as you describe the children's actions as they move.
- Older Threes/Fours/Advanced Preschoolers: These children will probably have some great ideas for creating obstacles. In addition, they will probably assume a leadership role during this experience...guiding other children during the creation of obstacles.

Moo! Moo! Moo!

(Infants - ♥ ♫ ☺ ♫ 🗣)

Get Moving!

Materials:

- ☐ **Plush, wooden or plastic cow (safe for infant)**
- ☐ Small blanket
- Tummy time is important for infants because it helps to build their neck and upper body strength. Adding a song and a prop makes tummy time more engaging. Just be sure to watch for signs of fatigue because tummy time is also hard work!
- Put the infant on his/her tummy and position yourself above his/her head. Make the cow move back and forth as you sing the following song. Watch to see if the infant lifts his/her head to watch the cow.

THE COW AT THE FAIR
(tune: "The Wheels on the Bus")

The cow at the fair goes, "Moo! Moo! Moo!"
"Moo, moo, moo! Moo, moo, moo!"
The cow at the fair goes, "Moo! Moo! Moo!"
All day long.

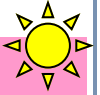
DAY 3 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about the obstacles you created.
- What do you think it would be like to milk a real cow?

Milking Time

(Toddlers–4 years, ♫ ? ♥ 🗣 ① ♫ ☺)



Materials:

- ☐ **Rubber gloves + straight pin (adult use only!)**
- ☐ **White water in a small pitcher** (tint water the water with washable white paint to make it white)
- ☐ Plastic bowl + plastic liquid measuring cup
- What could be more fun than milking a cow? Of course, milking a real cow is more than likely out of the question but this experience is just as fun! As children participate in this activity, they will definitely need to utilize their problem-solving skills as they practice self-regulation and taking turns. In addition, they will also hone their fine motor control.
- Who wants to milk a cow? Start by holding up one of the rubber gloves. Then, use a pitcher to fill it with white water. Chances are pretty good the children will become curious and want to know what you are doing. Explain that they are going to pretend that the glove is a cow's udder and the white liquid is milk. Tie the top of the glove shut and then use a straight pin to make holes in the tips of two fingers. **Put the pin out of reach after using.** The children can take turns squeezing the fingers as you hold the glove over a bowl. Can they get the "milk" to come out? What technique works best? Be sure to engage more verbal children in conversations as they attempt to make the "milk" come out of the glove.
- Toddlers/Twos/Threes: These children will have fun trying to squeeze the fingers of the glove but might not have the dexterity to make the milk come out. That is OK! They will build the fine muscles in their hands as they try and will also practice persistence.
- Fours/Advanced Preschoolers: These children will probably have better fine motor control which will enable them to be more successful at getting the "milk" to come out of the glove. They can also measure how much "milk" they get once the glove is empty.

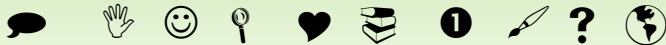
Your Own Activities

DAY 4

Unit: Fun at the Fair

Today's Focus: Crafts to See at the Fair

Developmental Areas Addressed Today:



Be Healthy & Safe!

Caffeine is not good for children or adults and it is present in many foods besides coffee...like chocolate. Try to eliminate caffeine from the children's diet as well as yours.

Teaching Tip of the Day

The best way to teach children to tell time is to expose them to the concept in a meaningful way. For instance, when it is 10:00 and time to go outside, point out the time and read it on your cellphone, digital or analog clock.

Transition Time

Have the children name something they would like to sew to show at the fair before moving from activity to activity today.

Exploring Together: Made by Hand

(all ages,         

Materials:

- ☐ "A Fair Counting Story" Story Props
- ☐ Flannelboard or blanket draped over a couch/chair
- ☐ **Items that are sewn or knitted in a clothesbasket (e.g., clothes, sweaters, scarves, hats...)**
- ☐ **Quilt (if available)**

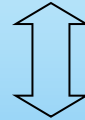
- At many fairs, you can see items that are handmade. Today's experience will focus on items that are sewn, knitted or quilted. Many young children may not be aware that the clothes they wear can be made this way. This experience introduces them to this idea through hands-on exploration and a story.
- Sit on the floor with the clothesbasket containing the clothing, sweaters, quilt, etc. As children become curious, invite them to join you. Challenge them to explore the items. How are they the same? How are they different? Does anyone they know make these kinds of things? If so, who and what tools do they use? During this exploration time, provide the children with background information about sewing, knitting and quilting. Help them learn more about the types of items they might see at a fair that have been made by hand in these ways.
- Next, share the story, "A Fair Counting Story" and challenge the children to keep an eye out for something that they might see at a fair that is sewn. See if they can figure out that the items in the story that are sewn are quilts.
- If you were able to locate a quilt, invite the children to explore it with you after the story ends. See if your more advanced children can name some of the shapes and describe some of the patterns found on the quilt. Encourage them to utilize their senses as they explore. How does the fabric in the quilt feel? Look? Even smell? If desired, use the quilt to play an, "I Spy" game with the children.

Today's Vocabulary

Use some of these words in conversations with children today!

sewing knitting

crafts create lace

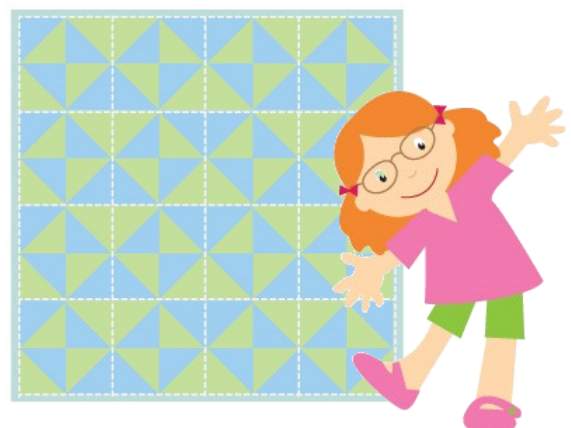


As younger children participate in activities today, model language by...

- *Using words such as those listed above as children participate in today's activities.*
- *Encouraging children to describe their yarn and fabric creations (p. 11)*
- *Talking with children as they lace pieces of ribbon or crepe paper streamers in and out of the holes in the sides of a laundry basket (p. 11).*

Questions to Spur Thinking

- *How do you think that (name of clothing item) you are wearing was made?*
- *What would you sew if you could make anything?*
- *Who do you know that sews? Knits? Quilts?*
- *How long do you think it would take to make a quilt?*
- *What types of tools do people who sew need to have? What about people who knit?*



In and Out, In and Out

(Toddlers–4 years, 🗨️ ❤️ ? ① 👉 😊 🖐️)

Materials:

- ☐ Clothesbasket
- ☐ **Wide ribbon, strips of crepe paper streamers, seam binding, thick yarn, thin strips of fabric, etc.**
- Learning to sew requires a great deal of eye-hand coordination, patience and practice. Weaving is a great first step because the concept is similar and it is much easier for little fingers to do. Using a clothesbasket and items such as those mentioned above gives children the opportunity to explore weaving in a way that is appropriate for them.
- Set out the materials listed above and, as children show interest, invite them to weave the materials in and out of the holes in the sides of the basket. Adapt and modify based on the developmental levels of the children in your group.
- Toddler/Twos/Many Threes: These children will probably just stick one end of the material into a hole. This is just fine and totally developmentally appropriate! Just be sure to describe their actions & the materials to help them build receptive language.
- Fours/Advanced Preschoolers: These children probably have more developed fine motor skills and should be able to attempt to weave the materials in and out of the holes. Now would be a great time to record an anecdotal note. Additionally, these children can compare and contrast how well each material worked for weaving. Were there some materials that worked better than others? Why do they think that is?

Get Moving!

Fabric Fun

(Infants, 🗨️ 👉 😊 🖐️ ❤️)

Materials:

- ☐ **Fabric scraps** (if you have some) or towels, pillowcases, etc. spread out on the floor
- When infants are moving and exploring, they are learning! This experience challenges infants to move while they utilize their senses at the same time. Obviously, infants do not have the ability to talk yet but this does not mean that they cannot develop future language and vocabulary skills. When you talk, they listen AND they learn!
- Spread out the fabric scraps or towels, pillowcase, etc. on the floor. Put the infant on the fabric and describe what happens. For instance, if the infant crawls on a towel, you might touch the towel and say something like, "The blue towel you are crawling on feels very soft" or "Look! Now you are crawling on a piece of red, white and blue plaid fabric." This is a meaningful way to expose infants to new language and vocabulary.

DAY 4 - Center/Small Group Activities

Questions to Spur Thinking

- *How do you think sewing is like weaving?*
- *How are the pieces of fabric the same? How are they different?*
- *Tell me about your creation.*

Creating with Fabric & Yarn

(Toddlers–4 years, 🗨️ ? 😊 ① 🖐️ 👉 ✍️ ❤️)

Materials:

- ☐ **Yarn (assorted colors...some cut into small pieces) and fabric scraps cut into small pieces**
- ☐ Construction paper
- ☐ Glue in shallow dishes + old paintbrushes
- ☐ **Blue ribbon for each child (p. 34)**
- Open-ended art is important for children because it invites them to express their ideas and try new things in their own way. This experience will also help children build fine motor control and provides the perfect opportunity for you to talk with them about colors, patterns, textures & more.
- Set out the materials listed above and invite interested children to utilize them to create their own amazing fabric and yarn pieces of art. Adapt and modify based on the children's developmental levels.
- Toddlers/Twos: Use tape loops to secure the construction paper to the table. Then, help each child "paint" glue on the paper. While the glue is still wet, the children can choose pieces of fabric and/or yarn to press into the glue. Describe the pieces of fabric and yarn chosen. This is a great way of exposing these children to colors, shapes and patterns.
- Threes/Fours/Advanced Preschoolers: These children should be able to "paint" on the glue with little assistance. They may be able to cut the yarn themselves. They can also compare/contrast the materials. Once each child's art is complete and dry, challenge each child to dictate a title for his/her creation for you to print on an index cards. Talk about letter names and sounds. Attach before displaying.
- **EXTENSION:** Use the children's art to create a display like one might see at a fair. After the children leave for the day, cut out a blue ribbon (see p. 34) to put on each child's creation. Watch to see how excited they will be in the morning!

Your Own Activities

DAY 5

Unit: Fun at the Fair

Today's Focus: Canned & Baked Goods at the Fair

Developmental Areas Addressed Today:



Be Healthy & Safe!

Offer water throughout the day...especially during hot weather. It is very important for everyone to stay hydrated!

Teaching Tip of the Day

Yard sales can be great places to find toys and materials that are inexpensive and yet in good condition. Just make sure to clean them thoroughly before putting them out for children to use.

Transition Time

Have the children name a fruit or vegetable they think can be canned before moving to the next activity today.

Exploring Together: That Looks Yummy!

(all ages, 😊 🙌 ❤️ 🔑 ? 🌍 ① 📖 🗣️)

Materials:

- ☐ "A Fair Counting Story" Story Props
- ☐ Flannelboard or blanket draped over a couch/chair
- ☐ **Canned goods (e.g., fruits, vegetables, etc.) + pictures of baked goods (from magazines or the Internet) hidden around the room**
- ☐ **OPTIONAL: New jar of jelly, bread***

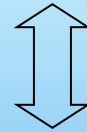
- Canning and preparing foods is one of the many activities highlighted at agricultural fairs. Many fruits and vegetables can be canned. This experience utilizes the story to introduce children to this concept. If any of the families in your program can food, you may want to invite them in to share the process. During this experience, the children will definitely build language skills as they engage in a group experience.
- Walk around the room as if you are looking for something. As children become curious, explain that you brought some canned goods and pictures of baked goods to show them but now they are missing! Challenge the children to find the hidden canned goods and pictures of baked goods. As they find each one, have them bring it to you. Then, once all are found, invite the children to explore the items and pictures. What foods did they find? Where do their families purchase canned foods? For ELL/DLL children, be sure to name each food in both English & their home languages. Explain that canning foods is a way to preserve them and some people still do this at home. If any of the children have families that can foods, invite them to share. Then, talk about the baked goods as well. Next, use the story props to share the story, "A Fair Counting Story." Challenge the children to keep an eye out for the canned goods. Can they count how many there are?
- **EXTENSION:** Open a new jar of jelly or jam and have children listen for the "pop!" Explain that this sound means that the food was sealed properly during the canning process. This means it is safe to eat. Then, serve toast or crackers with jelly or jam for a special treat. Just be sure to check with parents/guardians before serving any foods.

Today's Vocabulary

Use some of these words in conversations with children today!

canning fruits baking

vegetables store



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

- *Saying the words listed above as children complete activities.*
- *Helping children measure while preparing oatmeal cookies (p. 13).*
- *Engaging children in conversations as they create "baked goods" or "canned goods" with playdough (p. 13)*

Questions to Spur Thinking

- *What is the same about the canned foods?*
- *What types of fruits do you think people might can? Vegetables?*
- *If you were going to bake something to show at the fair, what would you bake?*
- *Why do you think people can foods?*
- *Where does your family buy canned or jarred foods to eat?*



DAY 5 - Center/Small Group Activities

Canning & Baking

(Toddlers–4 years, ♥ 🖐️ ? 😊 🍴 🌍 🗑️ 🗣️)

Materials:

- ☐ Playdough, pie plates, small baking pans, muffin pans, etc.
- ☐ **Clear plastic jars with lids (clean and dry)**

- This experience will not only help children build fine motor control, it will enable them to express their creativity at the same time. In the process, you will have the perfect opportunity to help children build vocabulary and practice expressive language as you engage them in conversations as you observe.
- Set out the materials listed above and invite the children to use them as desired to create jars of canned foods or baked goods. Adapt and modify for different developmental levels.
- Toddlers/Twos/Young Threes: These children are not yet developmentally ready to create “representational” art. Instead, the goal of this experience is to help these children build fine motor skills as they play with the dough. They will also make choices and follow through with their ideas. Be sure to describe the materials these children choose to use as well as how they use them. This is an excellent way to help them build receptive language skills.
- Older Threes/Fours/Advanced Preschoolers: As these children create, be sure to engage them in conversations about canning and baking. Ask plenty of open-ended questions to help the children practice their expressive language and thinking skills as well. This would also be a meaningful time to talk about colors as well! As these children create, be sure to invite them to talk about anyone in their family that enjoys baking and/or canning foods.

More Fair Fun

(Infants, 🗣️ 😊 🖐️ 🎵 ♥)

Materials:

- ☐ None needed

- Bouncing up and down is a fun way for infants to build leg muscles. Using a song is a great way to expose them to rhythm and rhyme. For infants that are not ready to stand, you can hold them in your lap and bounce them up and down instead.
- Repetition is very important for infants. It is how they learn! During this experience, you will review the song, “We’re Going to the Fair” (p. 5). As you did earlier, have the infant stand while holding his/her arms.



Questions to Spur Thinking

- *Tell me about the food you are canning (or baking).*
- *How is the canned fruit like the fresh fruit? How is it different?*
- *Which do you like best? Why did you make that choice?*

Canned vs. Fresh

(Toddlers–4 years, 🗣️ ♥ 1 ? 🌍 🗑️ 🖐️ 🗣️ 😊)

Materials:

- ☐ **Canned fruit and the matching fresh variety*** (e.g., canned peaches/fresh peaches)
- ☐ Plates, forks or spoons, can opener, bowl, paring knife (adult use only!), plastic knives, cutting board

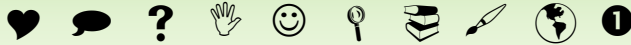
- Canned and fresh fruits look, feel, smell and taste different. This experience invites children to explore the difference first-hand during a tasting party. As the children compare and contrast the fresh and canned fruits you choose to serve, they will utilize their senses, use expressive language to share ideas and let others know their preferences.
- It’s time for a tasting party! Set out the fruits you’ve chosen to taste and invite those children who show interest to join you. To start, have the children explore the can of fruit as well as the fresh variety. Which type do they eat at home (if any)? For ELL/DLL children, be sure to name the fruit in both their home language and English. Ask plenty of questions as the children explore.
- Next, use the can opener to open the can of fruit and dump it into a bowl. **Put both the can opener and the can out of reach.** Then, use a paring knife to peel (if desired) and cut the fresh version in half. **Put the paring knife out of reach!** Encourage more verbal children to talk about what is inside the fresh fruit. Does the canned version have the same thing? Why not? More advanced children can help to cut both the canned and fresh fruit into small pieces for serving. Then, have the children taste both versions of the fruit. Compare and contrast? How does canning change the fruit? Which do they like best?
- Advanced Preschoolers: These children can use plastic knives to help cut the fruit into serving size pieces. They can also be exposed to letters & words as you read the label on the canned fruit.

Your Own Activities

DAY 6

Unit: Fun at the Fair

Today's Focus: Woodworking & Art At the Fair
Developmental Areas Addressed Today:



Be Healthy & Safe!

Even paper cuts can quickly become infected if not taken care of properly. Make sure your first aid kit is fully stocked and ready in case you need it.

Teaching Tip of the Day

Encouraging children to solve their own problems is important. The next time a child comes to you with a minor problem, ask, "What do you think you should do?" and see how he/she responds.

Transition Time

Sing the song, "At the Fair" (p. 32) as the children move from activity to activity today.



Get Moving!

Exploring Together: Make & Display

(all ages,)

Materials:

- ☐ "A Fair Counting Story" Props
- ☐ Flannelboard or blanket draped over a couch/chair
- ☐ **Item made from wood** (e.g., puzzle, toy, jewelry box, etc.)
- Another part of many 4H or agricultural fairs are arts, crafts and woodworking. When touring the halls, there are so many unique pieces to see and enjoy. This experience will help children recognize how these types of arts, crafts and hobbies become an important part of a fair. In the process, they will utilize their senses, share their past experiences and build language skills...all at the same time.
- Sit on the floor with the item made from wood you located ahead of time. As children notice and become curious, invite them to explore the item with you. Ask more children to describe the material used to make the item (wood). Use this to introduce woodworking as a craft. Do any of the children have family members that enjoy woodworking? If so, invite them to share. If the idea of woodworking is new for many of your children, you might want to show a short video such as this one: <https://www.youtube.com/watch?v=LnuNu1cpjC4>. Explain that woodworking is just one of many crafts featured at the fair. Others include painting, embroidery, photography & much more!
- Now it is time to get moving! Introduce the game, "Find and Touch." Explain to the children that you are going to count backwards from 10 to 0. Their job is to find something in the room that is made from wood to touch before you stop counting. Pair younger children with older ones. This is a great way for your older children to serve as leaders for younger ones! Compare & contrast the items the children find.
- **EXTENSION:** At some point today, review the story, "A Fair Counting Story" and challenge the children to find and count the items made from wood.

Today's Vocabulary

Use some of these words in conversations with children today!

woodworking **crafts**
art **create** **paint**



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

- *Using the words above as the children complete the day's activities.*
- *Engaging children in conversations as they pretend to be woodworkers (p. 15).*
- *Talking with children as they create art to frame and display (p. 15).*

Questions to Spur Thinking

- *What did you see in the story that was made from wood?*
- *What types of things do you see in this room that are made from wood?*
- *If you were going to make something from wood, what would you make?*
- *Who do you know that works with wood? What types of things do they make?*
- *What type of art do you like best?*
- *If you were going to paint a picture to show at the fair, what would you paint?*





Woodworkers Are We

(Toddlers–4 years, ☺ ♥ 🖐️ 🌐 ? 🔧 🗨️)

Materials:

- ☐ **Scraps of sanded wood (NOT pressure-treated)** - Many times, a local home supply store or lumberyard will donate these. Be sure to sand smooth!
- ☐ **Toy tool set**
- Woodworking can be a wonderful experience for children. It does, however, need a LOT of direct supervision. If you would like to try woodworking with your group, there is a ton of great information on the internet. For this experience, however, we are going to invite the children to “build” and “create” without the use of real tools to make things safer for everyone.
- Add the sanded wood scraps and the toy tools to your outdoor play area. Invite the children to use the materials in any way they would like. Keep the experience open-ended. Now would be an excellent time to record anecdotal notes and/or take videos to add to each child’s portfolio.
- As the children play, be sure to ask plenty of open-ended questions. Watch to see how the children handle the pieces of wood and the tools. This will provide you with insight into each child’s level of fine motor development.
- Talk with the children about woodworking as they play. Does anyone in their family make things with wood? If so, what types of things do they make. You could also tie in community helpers that build things with wood. Now would be a great time to do so!
- Advanced Preschoolers: These children may use the wood scraps to “build” or “create” things. If so, be sure to encourage them to talk about their creations with you. If you have extra hands and you want to attempt woodworking with this group, just be sure to review all safety rules prior to beginning and separate the materials from the younger children in your group.

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you like most about woodworking?*
- *Tell me about your art.*

I Am an Artist

(Toddlers–4 years, 🖐️ ♥ 🖌️ 🔧 ☺ ? 🗨️)

Materials:

- ☐ White sheets of white paper, construction paper
- ☐ Watercolor/regular paints, paintbrushes
- ☐ **1 blue ribbon per child (see p. 34)**
- Art should be open-ended and invite creative thought. This experience achieves this goal while helping children build background knowledge about how some people enjoy creating art to display at a fair. This would be the perfect time to talk with the children about colors as well! After the children finish painting and their creations are dry, cut a piece of construction paper to make a frame and tape to each child’s art. Display around the room and tape a blue ribbon (from p. 34) to each one. Then, have an art walk where the children can admire, and talk about, each other’s creations.
- Toddlers/Twos: These children can use paintbrushes with large handles to paint on white paper. Talk about the colors the children choose to use as you observe.
- Threes/Fours - These children should be capable of working with watercolors. Provide them with white paper, watercolor paints and smaller paintbrushes. As the children create, encourage them to talk about what happens when watercolors mix together on their papers. Do new colors appear?
- Advanced Preschoolers: These children should be able to create more representational art. This means that their art may “look like something” to you. Regardless of what you think the child chooses to create, do not assume you know. Instead, say something like, “Tell me about your art” to engage the child in conversations.

Building with Wood

(Infants - ♥ 🖐️ ☺ 🗨️)

Materials:

- ☐ Wooden blocks (safe for an infant)
- Infants are obviously way too young to engage in woodworking. That does not mean they cannot utilize their senses to explore a common item made from wood...blocks! As the infant handles the blocks, he/she will utilize his/her senses while building receptive language skills while listening to you talk.
- Sit on the floor and hold the infant in your lap. Put an assortment of wooden blocks near you. If the infant is older, watch to see which block the infant picks up and then describe that one. Talk about how it feels and looks. If the infant picks up two blocks and hits them together, you can also talk about how they sound. Be sure to use plenty of vocabulary while doing so..

Your Own Activities

DAY 7

Unit: Fun at the Fair

Today's Focus: Music at the Fair

Developmental Areas Addressed Today:



Be Healthy & Safe!

Dump standing water to prevent mosquitos from breeding. Even a bottle cap with a small amount of water can be a place for mosquitos to lay eggs.

Teaching Tip of the Day

When something happens, always stress the importance of being honest and telling the truth.



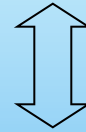
Transition Time

Play music and have the children dance as they move from activity to activity today.

Today's Vocabulary

Use some of these words in conversations with children today!

music **band** **song**
dance **instruments**



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 children's actions as they dance and play instruments (p. 17).
- Talking with children as they use recyclables to make instruments (p. 17).



Get Moving!

Exploring Together: Movin' to the Music

(all ages,)

Materials:

- ☐ Music (including square dance music...if possible). Here is a link to one option: https://www.youtube.com/watch?v=N_cQuBSO_jk
- ☐ **Rhythm band instruments** (if you do not have rhythm band instruments, the children can use metal bowls, spoons, cardboard boxes, pan lids, etc.)
- Many times, musical performances are a part of a fair. This experience invites children to not only move to recorded music but to create their own music with rhythm band instruments. As the children participate, they will build fine and gross motor skills, express their creativity through music and movement and practice self-regulation.
- Turn on music, set out rhythm band instruments, step back and watch what happens! Chances are good that very quickly, children will start dancing and/or playing instruments. If you were able to find the recording of square dance music, play that. After the children seem to be tiring, turn off the music and talk with the children about their dance. What did they like best about the music? How did it make them feel? During this part of the activity, explain that music is often something that is a big part of a fair. Sometimes there are bands to sit and listen to while other times, maybe an individual person might be demonstrating how to play a unique instrument. If any of the children have been to a fair, invite them to talk about the music they heard while there.
- **EXTENSION:** Make a video of the children dancing and playing instruments. Email or text this to parents/caregivers and add to each child's digital portfolio.

Questions to Spur Thinking

- What do you like best about dancing to music?
- Tell me about the instrument you chose to play.
- What type of music do you think you might hear at a fair?
- If you were going to put on a show at the fair, what songs would you sing/play? Why would you choose those?





Get Moving!

Making Instruments

(Toddlers–4 years, 🗨️ 😊 ❤️ 🌐 ? 🖋️ 🎵 🖐️)

Materials:

- ☐ **Assorted recyclables the children can use to make instruments** (e.g., paper towel rolls, wrapping paper rolls, cardboard boxes, empty oatmeal containers, plastic cups, etc.)
- ☐ Child-safe scissors, tape, construction paper, assorted art/collage materials, crayons/markers, etc.
- Using recyclables is an excellent way for children to show respect for the environment. In addition, it challenges children to use problem-solving skills, express creativity and develop fine motor control. We are giving you a few different ideas on how this experience might be adapted for different ages.
- Toddlers/Twos: More than likely, these children will just choose one recyclable material to use as an instrument. This is just fine! They may, or may not, choose to “decorate” it in any way. Just be sure to describe the material the child choose and how he/she then uses it as an “instrument.” This is an excellent way to help the children build receptive language skills.
- Threes: These children can use all of the materials listed above to create their musical instruments. When they are complete, the children can “play” them as they march around the room.
- Fours/Advanced Preschoolers: These children may choose to work together, once their instruments are complete, to create a “band.” This “band” can then put on a show (like one you might see at a fair) for other children to enjoy. If the children choose this option, be sure to record it for parents/caregivers to enjoy.

DAY 7 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about the instrument you are making.
 - What songs are you going to play using your new instrument?
-
- What do you like best about this type of music?
 - Why do you think it is important to not swing your partner too fast?



Get Moving!

Swing Your Partner!

(Toddlers–4 years, 😊 ? 🎵 🖋️ 🗨️ 🖐️ ❤️ 🗨️)

Materials:

- ☐ **Square dance music** (see link under “Exploring Together”) or locate another option online (Pandora or Spotify would be good options)
- This active experience is a great one to take outdoors. That way, the children will have plenty of space to move freely. As the children participate, they will definitely need to practice cooperation and self-regulation. At the same time, they are sure to have fun building gross motor skills and responding to music.
- Turn on recorded square dance music and as soon as a child shows interest, lock arms and swing each other around and around. As other children notice, invite them to join in as well. Help each child choose a partner. Then, as the children swing their partners, be sure to remind them to not swing too fast. Describe the children's actions as they dance together and tie these comments back to earlier discussions about music at the fair.
- Advanced Preschoolers: These children can swing their partners in specific directions such as, “Swing your partner to the right” or “Swing your partner to the left.”

Bang! Bang! Bang!

(Infants, 🗨️ 🖐️ 😊 🖐️ 🎵 ❤️)

Materials:

- ☐ **Plastic mixing bowl or cardboard box**
- ☐ Recorded music
- Even infants can make music! This experience invites little ones to do just that as they build fine motor skills while banging on a plastic bowl or cardboard box. Playing recorded music at the same time is a fun way to expose the infant to rhythm.
- Sit on the floor and hold the infant in your lap. Turn the plastic bowl or cardboard box upside-down on the floor in front of you. Then, turn on the recorded music. Watch to see what the infant does and describe his/her motions. Does he/she “hit” the bottom of the box/bowl? Describe the infant's actions as well as the music. Be sure to talk about the beat of the music as well as the words.

Your Own Activities

DAY 8

Unit: Fun at the Fair

Today's Focus: Rides at the Fair

Developmental Areas Addressed Today:



Be Healthy & Safe!

If children are sick, replace their toothbrushes! Germs love to live in moist environments.

Teaching Tip of the Day

During mealtimes, talk about the types of foods being served (e.g., protein, vegetable, fruit, dairy, grain, etc.) and why each is important for our bodies.

Transition Time

Have the children name their favorite fair or carnival rides before moving from activity to activity today.

Today's Vocabulary

Use some of these words in conversations with children today!

Ferris wheel **up** **down**
gears **wheel** **ride**



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 explore things that have gears (p. 19).
- Engaging children in conversations as they pretend their riding toys are fair rides (p. 19).



Get Moving!

Exploring Together: Around and Around

(all ages, ☺ ☕ ? 🌐 ① ✍️ 🎵 📖 🙌 ❤️)

Materials:

- ☐ "A Fair Counting Story" Props
- ☐ Flannelboard or blanket draped over the couch/chair

- While many young children probably have not had the chance to ride on a Ferris wheel yet, they may know what this ride is called and have watched it work. During this experience, you will help the children build background knowledge that a Ferris wheel is just one type of ride you might see at a fair. Using the story and an action song will not only help them build knowledge, but it will encourage language and gross motor development as well.
- It's story time! Set out the props and invite the children to help you prepare the flannelboard or drape a blanket over the couch or a chair. Today, as you tell the story, have the children help put all of the pieces on the board and then take them off. Those who are developmentally ready can also count as they do so. For ELL/DLL children, be sure to count in both English and their home languages. Because the story is now familiar to them, more advanced children may even be able to help say the words with you. After sharing the story, invite the children to talk about a time they may have seen a Ferris wheel. Perhaps they rode on a Ferris wheel with their families? Talk about how a Ferris wheel moves. Does it go side to side? Up and down? Around and around? Challenge the children to describe other rides they might see at the fair that move in the same way. Now would also be an appropriate time to discuss safety as it relates to rides, such as Ferris wheels.
- Next, sing the action song, "We're Riding on a Ferris Wheel" (p. 33) and invite the children to participate in the motions. They rise up as they pretend the car on the Ferris wheel they are riding in goes up to the top and then squat down as it lowers the bottom.

Questions to Spur Thinking

- Where have you seen a Ferris wheel before? What did it look like?
- What do you think would be the most fun about riding on a Ferris wheel?
- What shape is the Ferris wheel?
- How does the Ferris wheel move?
- What other rides go around and around like a Ferris wheel?





Get Moving!

Going for a Ride

(Toddlers–4 years, 🗨️ 😊 🖐️ 🗑️ 📖 ⓘ ? ❤️)

Materials:

- ☐ Riding toys, wagon, cardboard boxes and/or clothesbaskets
- ☐ White paper, crayons/markers
- ☐ Book that contains pictures of fair rides (or pictures viewed on the computer)
- ☐ **Tickets, printed and cut apart** (see p. 37)

- This experience is going to challenge the children's creativity. At the same time, children will need to practice problem-solving skills, work together and demonstrate motor control.
- Who wants to go for a ride? Besides Ferris wheels, there are often many different types of rides at the fair. Some rides spin while others go up and down. Some have wheels and some do not. Look at a book that contains pictures of rides at the fair or invite interested children to look at them on the computer. Which rides would they like to ride? Why would they choose them?
- Next, have children help get out the riding toys and invite them to pretend that they are fair rides. Toddlers/Twos and Young Threes will just have fun pushing, pulling and riding. But Older Threes, Fours and Advanced Preschoolers can use their imaginations as a wagon becomes a small rollercoaster or a tricycle could be a train car. As the children play, encourage more verbal children to talk with you about their ideas. This is an excellent way to help them build both receptive and expressive language skills.
- Advanced Preschoolers: These children can make signs that show the number of tickets needed to ride each ride. They can dictate what they want to write to you and you can print it on white paper. Talk about letters and letter sounds in the process.

Get Moving!

The Merry-Go-Round

(Infants, 🗨️ 🖐️ 😊 🎵 ❤️)

Materials:

- ☐ None needed

- A merry-go-round will probably be one of the first rides infants go on. This experience uses a song and movement to simulate the experience of riding on a merry-go-round. As you sing, you will expose the infant to new vocabulary in a fun, interactive way.
- Hold the infant in your lap. Then sing the song, "The Merry-Go-Round" (p. 33) as you gently make the infant go up and down on your lap. This is a fun way of exposing the infant to the opposites up and down while helping him/her build receptive language skills.

DAY 8 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about the ride you made.
- Tell me about what you built. How do the parts move?
- Where might we see rides in our community or near by?

Many Moving Parts

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

Materials:

- ☐ **Gear/Construction sets** (e.g. Gears! Gears! Gears! Set OR Knex, Tinker Toys, etc.) - **ONLY FOR CHILDREN OVER THE AGE OF 3**
- ☐ Tricycle

- Rides found at the fair often have many moving parts. This experience invites children to build their own fair rides as they explore how gears and other parts move. Because the best toys for this activity have small parts, we are giving you another option for toddlers/twos and young threes.
- Toddlers/Twos/Threes: Turn a tricycle upside-down and invite children to take turns turning the pedals. What happens to the wheel? Describe the action and reaction as the children explore.
- Fours: These children should be able to use sets, such as those mentioned above, with supervision. As the children use the materials to create their own fair rides, be sure to engage them in plenty of conversations. Challenge them to problem-solve on their own as they work.
- Advanced Preschoolers: These children can also dictate information about the rides they create for you to write down. They can give names to their rides, create a list of "rider rules" and even decide the number of tickets it takes to ride. This information can then be posted with their completed creations. Doing this opens the door for you to talk about letters, words and sentences in a meaningful way.

Your Own Activities

DAY 9

Unit: Fun at the Fair

Today's Focus: Games at the Fair

Developmental Areas Addressed Today:



Be Healthy & Safe!

Keep coins out of the reach of children. They can be dangerous if swallowed and are also choking hazards.

Teaching Tip of the Day

When reading books, point out when characters display honesty, responsibility, kindness and respect. This can open the door for you to further reinforce these character education concepts.



Transition Time

Have children name something they would like to win as a prize before moving from activity to activity today.



Exploring Together: Games to Play

(all ages, ☺ ♥ 1 🌍 🖐️ ? ♀ 🗣️)

Get Moving!

Materials:

- ☐ Small prizes (e.g., stickers)
- ☐ Ring toss game OR corn hole game OR bucket and beanbags
- ☐ Gee Whiz Bucks (p. 36)

- One of things that makes the fair exciting are the games. While there are many games that may not exactly be "fair," there are others, such as the Duck Pond, where everyone wins. Keep your discussions and activities for today focused on games like this. During this activity, the children will not only share their past experiences with fair games, but will get to participate in a "fair game" as well. In the process, the children will build gross motor control, practice self-regulation and cooperative play.
- Set out the game you chose to use for this experience. Pretend to be a worker at a fair game and invite interested children to play. They can pay you Gee Whiz Bucks (more advanced can count them out) and then, after they take their turn, you can give them their prize (e.g., sticker). The children who are not playing can cheer on their friends. This is an excellent way for them to display kindness.
- After all of the children have a turn to play the game, have them gather around you. Invite them to talk about games they may have played at fairs, carnivals, boardwalks or even school events. What do they like most about playing these types of games? What don't they like about playing them.
- **EXTENSION:** Here is a video of the types of games you might find at a fair. It is sort of long for little ones but the first 3-4 minutes will give the children a very good idea of the types of games they might get to play if they visit a fair: <https://www.youtube.com/watch?v=srNwvzbdYTY>

Today's Vocabulary

Use some of these words in conversations with children today!

games prize
toss balls chance



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

- Using words such as those above during daily activities.
- Describing children's actions as they use materials to create their own games (p. 21).
- Writing what children dictate during the activity, "If I Could Win a Prize..." (p. 21).

Questions to Spur Thinking

- What do you like about playing (name of game)?
- What is hard about playing this game?
- What is easy about it?
- How did you feel when you won a prize?
- If you could win any prize at a fair, what prize would you want to win?





Come Play Our Games!

(Toddlers–4 years, 🖐️ ❤️ 🌍 🗣️ ? 😊 💬)

Get Moving!

Materials:

- ☐ **Cupcake pans**, plastic bowls
- ☐ **Balls** (e.g., ping pong, foam, small plastic, etc.)
- ☐ Plush animals (to use as pretend prizes)
- ☐ Gee Whiz Bucks (from Exploring Together, p. 20)

- This experience will not only help children build both fine and gross motor skills, it will challenge them to problem-solve and think creatively. As children make up their own games, be a support but do not dictate how they should play. Part of creating the game is not only setting up the materials but also determining the rules.
- Set out the materials listed above and invite interested children to use them as desired to make their own fair games. Adapt as needed for different developmental levels.
- Toddlers/Twos/Threes: These children will probably simply want to play with and explore the materials. This is totally developmentally appropriate! Just be sure to describe the children's actions as well as how they choose to explore the materials. Remember...they will learn a great deal by watching and listening to older children.
- Fours/Advanced Preschoolers: As these children work together, be sure to support their efforts. If they request additional materials, try to provide them...if possible. Then, as children play their new games, engage them in conversations. Ask questions, such as those above, to get the children thinking. The children can take turns being the players and the workers running the games. Those who are running the games can take Gee Whiz bucks and then hand out prizes.

SAVE FOR TOMORROW!

Balls in the Bowl

(Infants, 🗣️ ❤️ 😊 🗣️ 🗣️ 🖐️)

Materials:

- ☐ Large plastic bowl and soft balls

- Something simple like putting balls into a bowl and taking them out can often entertain an infant for a long period of time. The best part is this simple activity also helps infants build eye-hand coordination and fine motor control. At the same time, you can count the number of balls in the bowl to expose the infant to math in a meaningful way.
- Sit on the floor and put the bowl and balls in front of you and the infant. Watch to see what the infant does and describe his/her actions. Count as the infant put the balls in the bowl as a way of exposing him/her to numbers. There is a high likelihood that the infant will dump out the balls and start all over again. This is how infants learn...through repetition!

DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you need to do to win a prize in this game?*
 - *How could you make your game easier? Harder?*
-
- *Tell me about the prize you chose to draw/write about. Why do you think that would be a fantastic prize?*

Dream Prize

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

Materials:

- ☐ White paper + crayons/markers
- ☐ Old magazines or store sale flyers
- ☐ Gluesticks/glue

- The understanding that all spoken words, and thoughts, can be written down is a big one for young children. This experience not only challenges children to think creatively, it also opens the door for you to talk with those who are ready about letter names, letter sounds and words in a meaningful way. Because different ages have different skills levels, we are giving you a few different ways you can adapt this experience.
- Toddler/Twos/Young Threes: Because these children may be nonverbal or have limited verbal skills, have them point to pictures in magazines of items they would like to win. They can then help you tear these pictures out and glue them to a piece of white paper. You can talk with the children as they go through this process and then write the word to describe the "prizes" they choose next to the pictures.
- Older Threes/Fours/Advanced Preschoolers: These children can draw pictures to show the prizes they would like to win and then can dictate a sentence about their prize for you to write on their papers. Talk about letter names and sounds while doing so with those children who are ready to explore these concepts.

Your Own Activities

DAY 10

Unit: Fun at the Fair

Today's Focus: Our Own Fair

Developmental Areas Addressed Today:



Be Healthy & Safe!

Push pins and paper clips can be dangerous in little hands. Make sure to keep these types of office supplies out of the reach of children.

Teaching Tip of the Day

Try your best to start, and end, the day with a smile!

Transition Time

Sing several of the children's favorite songs from this unit when moving from activity to activity today.



Get Moving!

Exploring Together: Come to the Fair!
(all ages, ☺ ☑ ♥ 🖐️ 🌐 🔑 📝 ① ?)

Materials:

- ☐ **Assorted plush animals (at least 1 per child)**
- ☐ **Blue ribbons** (print from p. 34)
- ☐ **Tickets** (print from p. 37)
- ☐ Wagon
- ☐ Stickers
- ☐ Materials for games (from p. 21)

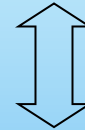
- Today is a day for a lot of outdoor fun! The children are going to help set up, and then participate in, a fair! Choose the activities below that you think will work best for your program.
- Showing Animals - A big part of any agricultural fair involves showing animals. For this experience, invite each child to choose a plush animal to "show." For younger children, this might mean just holding it up for all to see. For more advanced children, this may mean walking the animal around a "ring" as if it is being shown. After each child "shows" his/her animal, give it a blue ribbon.
- Games! Games! Games! - Continue the experiences from DAY 9 that involve games at the fair. Today, invite children to choose their own materials for creating games. If you have stickers on hand, the children can use these for prizes. In addition, print out additional Gee Whiz bucks (if needed) for children to use to "pay" for the games they play.
- Who Wants to Ride? - Riding on carnival rides is a favorite pastime for many people who visit the fair. For this experience, you can pull children in a wagon as they pretend to be riding on a fair ride. They can use tickets (preprinted) to "pay" for their rides. More advanced preschoolers or school-age children (if they are available) can help you pull younger children and take tickets.

Today's Vocabulary

Use some of these words in conversations with children today!

fair animals ribbons

tickets rides



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

- *Saying the words listed above as children complete activities during the day.*
- *Listening and asking questions as the children retell the story, "A Fair Counting Story" (p. 23).*
- *Engaging children in conversations as they help to make fair pizza (p. 23).*

Questions to Spur Thinking

- *What type of animal are you going to show at our fair?*
- *What would you like us to know about your animal?*
- *What type of game did you choose to make?*
- *How is your game played?*
- *What do you need to do to win a prize at your game?*
- *This ride is (number) tickets. Can you count out that many to give to me? Let's count together.*



DAY 10 - Center/Small Group Activities

A Yummy Fair Treat

(Toddlers–4 years, ♥ ☺ ? 🌍 🖐️ ⚙️ 🗣️)

Materials:

- ☐ **English muffins or prepared pizza dough, pizza sauce, cheese, sliced mushroom, black olives, green pepper slices, etc.**
- ☐ Baking tray
- ☐ Gee Whiz Bucks (from earlier in the unit)
- Eating all kinds of yummy treats at the fair is part of the fun! Pizza is a food that can be purchased at many carnivals and fairs. Making pizza opens the door for children to utilize their senses, build vocabulary and even explore shapes.
- Set out the ingredients and equipment and see if the children can predict what type of “fair food” they are going to help prepare. Once they figure out, “pizza,” have the children get busy!
- If making English muffin pizzas, each child can decide which toppings to use. If you are making one large pizza, the children can decide as a group. They may want to put different toppings on different sections. If so, this would be a meaningful time to use terms like *half*, *third*, *quarter*, etc. Now would also be a great time to talk about the circle shape! Before putting the pizza in the oven, invite the children to predict how the ingredients will change while baking. Talk about whether, or not, they eat pizza at home. Then, bake, cool, eat and enjoy.
- Advanced Preschoolers: These children should be able to help wash and slice veggies such as mushrooms or green peppers in preparation for making pizza.

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

Questions to Spur Thinking

- What other foods would you like to eat if you went to a fair?

- What part of the story is your favorite? Why do you like that part the best?

Who Is Ready for a Story?

(Toddlers–4 years, ♥ ☺ 🗣️ ? 🖐️ 📖 🗣️)

Materials:

- ☐ “A Fair Counting Story” Props
- ☐ Flannelboard or blanket draped over a chair/couch
- Retelling a story in your own words is a wonderful exercise in comprehension and verbal skills. This experience challenges more advanced children to do just that as they use the prop from this unit to retell the story, “A Fair Counting Story.” Less verbal children can serve as the audience and gain key receptive language skills during the activity.
- Invite interested children to use the props to retell the story, “A Fair Counting Story” in their own words. As you participate with the children, be sure to ask questions and engage them in conversations. This is an excellent way for you to help the children build both language and vocabulary skills.
- Advanced Preschoolers: These children should be able to retell the story with a fair degree of accuracy.

A Tune for You

(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, 9, 13 and 33 along with any others from Exploring Together activities. Have fun!

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.

When I Went to the Fair...



Experiences at the Fair

Materials:

- ☐ Construction paper, white paper, crayons/markers/colored pencils, pencils, stapler
- ☐ Books about fairs (see Book List, p. 32 for suggestions)
- Many school-age children have experienced going to a fair, festival or carnival. This experience challenges them to share those experiences through pictures, writing and speaking. In the process, the children will not only build literacy skills, they will also build fine motor control and practice sharing ideas and preferences.
- Set out an assortment of books about fairs. Invite children to look at the books or read them. As you engage with the children, talk about what the children learned from the books and then challenge them to compare the experiences presented in them to their own past experiences. Next, provide children with the materials listed above. To begin, have the children fold several sheets of white paper in half and then place inside a sheet of construction paper to create a booklet. Staple on the left-hand side. Then, have the children write and draw to create a story inside the booklet about their past experiences with fairs, festivals or carnivals. Once finished, set aside a time when each child can read his/her story to the group.
- **EXTEND FOR ANOTHER DAY:** This experience will definitely take more than one day to complete.

Questions to Spur Thinking

- *Tell me about a time when you went to a fair.*
- *What did you like best about going to the fair? Was there anything you did not like? What was it?*
- *How is the story about the fair you just read like the time you visited a fair? How is it different?*
- *Who is the main character in your story?*
- *How many minutes do you think it will take all of you to go through the course?*
- *How fast do you think you will be next time?*
- *Why do you think you get faster each time you race?*

Get Moving!

Horses at the Fair

Galloping Races



Materials:

- ☐ Cellphone with a stopwatch feature or **stopwatch**
- Races are a great way to get children moving while encouraging self-regulation and cooperation at the same time. Instead of having children compete against one another, have them compete against the clock. During this experience, the children will also engage in dramatic play as they pretend to be horses. This is also the perfect activity for inviting children to practice the gross motor skill of galloping.
- Giddy up! Gather interested children together for some galloping races. First, have the children choose an object such as a lawn chair to place about 15-20 feet from the chosen starting point. Then, invite the children to pretend to be horses, like those seen at the fair. Explain that they are going to create a line and then when you give the signal, the first "horse" should gallop to the object, gallop around it and gallop back. Then, the next "horse" will go ... and so on. Explain to the children that you are going to be tracking their time with a stopwatch. The first time, do not set a goal time. Instead, just let them gallop and at the end, tell them how long it took them to finish. Then, invite them to choose a time to "beat" as they race the next time. Can they beat that time? Have them gallop to find out! Keep repeating and shortening the time.
- **EXTEND FOR ANOTHER DAY:** Have children have other races like animals seen at the fair. They could have cow races where they walk on all fours and moo or chick races where they peep and hop.

School-Age Activities



Get Moving!

Do-Si-Do



Music at the Fair

Materials:

- ☐ Access to a computer

- Square dance is not only a part of many agricultural and 4H fairs, it is also a dance form that is part of US culture in many places. School-age children are perfectly capable of learning a simple square dance. This not only builds gross motor skills, it also helps children practice following directions.
- There are many videos available on the Internet to help you teach children a simple square dance. Here is one of them: <https://www.youtube.com/watch?v=1xXePOakJGs> Show this video to the children and have them just watch the first time. After the video finishes, engage children in conversations about square dancing. Have they ever participated in square dancing before? Does anyone in their family enjoy square dancing?
- Next, play the video again and this time, encourage the children to join in with the motions. You will probably need to play it several times until they catch on and get the movements right. If they enjoy square dancing, there are more short videos for children available on the Internet.

EXTEND FOR ANOTHER DAY: Chances are good the children will want to square dance more than one time.

Questions to Spur Thinking

- What do you know about square dancing?*
- When have you seen someone square dancing before?*
- Why do you think so many people like to square dance?*
- What types of games do you think people like to play at a fair?*
- What type of prizes do you think people win at those games?*
- What part of this game was hard? What part was easy?*
- What trick did you use to get more balls to land in the sections?*

Toss. Count. Win!



Games at the Fair

Materials:

- ☐ Cupcake or muffin tins, ping pong or other small balls that bounce
- ☐ White paper cut into circles that fit in the bottoms of cupcake or muffin tin sections. Print numerals 0-12 on the papers and put them in the muffin tins/cupcake pans.
- ☐ Stickers or other small prizes
- ☐ Gee Whiz bucks (p. 36)

- This game involves fine motor control, numeral identification, addition and so much more! The children can pretend that the game is one they might find at a fair and then give out stickers or other small prizes to "winners." Because they will need to assume roles as either the workers running the game or the players, there is an element of dramatic play in this experience as well.
- Who wants to play, "Toss. Count. Win!" To play, first have the children set up the materials like a game they might see at the fair. Then, some of the children can assume roles as game workers while others are players. The game workers take Gee Whiz bucks from players and give them balls to toss or bounce into the muffin/cupcake tins. After the balls have all been tossed, the player must add up the numerals in the bottoms of the tins where balls landed. If the player gets the sum correct, he/she wins a sticker. If not, he/she tries again.

EXTEND FOR ANOTHER DAY: This is a game the children will more than likely want to play more than one time.

School-Age Activities

Being Crafty



Exploring Crafts

Materials:

- ☐ Assorted art and collage materials as well as recyclables
- ☐ Crayons/markers, paint, glue, gluesticks, scissors
- ☐ Yarn/string/ribbon, fabric scraps
- ☐ **Blue ribbon for each child** (p. 34)

- A big part of many agricultural or 4H fairs are arts and crafts. Children who participate in 4H can belong to different clubs that focus on crafts like sewing, painting, woodworking, etc. This experience invites the children to create their own crafts in an open-ended way and then to show their creations to others.
- Set out the materials listed above. Before the children begin "crafting," you may want to show them a short video about the types of crafts people show at the fair. Here is one option: <https://www.youtube.com/watch?v=a-UI5WTYrZo>. After showing the video, invite the children to talk about people they know who enjoy making crafts. Perhaps someone in their family?
- Next, invite the children to use the materials as desired to create their own crafts. Some children may choose to make art, others may decide to sew, and still other, to construct. Anything goes! Once their projects are finished, have them display them for all to see. You may even want to have a question and answer time for other children to learn about their creations. Be sure to give each child's project a blue ribbon when finished!

EXTEND FOR ANOTHER DAY: The children will need plenty of time to work on their project. This will more than likely take at least two days.

Questions to Spur Thinking

- *What materials are you planning to use to create your project?*
 - *What do you like best about crafting?*
 - *Who do you know that likes to make crafts?*
-
- *When have you seen a cake that was beautifully decorated?*
 - *Why do you think it takes such a long time to decorate a cake?*
 - *What happened when the sand was too dry? Too wet?*
 - *What do you like best about your cake?*

Baked Goods at the Fair

Sand and Water Cake Decorating



Materials:

- ☐ Sand, water, sandwich bags (keep out of the reach of younger children), scissors, plastic bowls/containers
- ☐ **Pictures of decorated cakes** (view on the Internet...use Google Images to help you)

- This experience challenges children to think creatively as they build fine motor control and try something new and different. Decorating cakes is a skill that requires time and patience to develop. Many children, and adults, create amazing cakes to show at agricultural or 4H fairs. This experience invites children to make beautiful cakes to show that are not made with flour and eggs but instead sand and water.
- Show children pictures of decorated cakes. Many have probably had cakes like these for special celebrations. Explain that learning to decorate cakes takes a lot of time and practice. Explain to the children that they are going to have the opportunity to make and decorate cakes, too. The only difference will be that their cakes will be made from sand and water. First, the children can make cakes by mixing sand with water and putting in containers to turn upside-down. Then, they will need to figure out how to mix sand and water to create a consistency that with "pipe" from a sandwich bag. Clip one corner from the sandwich bag and have the children put the sand/water mixture inside. Show them how to twist the top shut and then squeeze to make a "tube" of sand/water come out. They may need to add more water or more sand if it does not work right the first time but this is an excellent way to challenge them to problem-solve! Once the children's cakes are complete, have them display them for all to enjoy.

EXTEND FOR ANOTHER DAY: The children will probably want to do this experience more than one time. As they get more skilled at the process, they might even want to try "writing" with the sand/water mixture.

“A Fair Counting Story” Props

Directions for Preparation & Use

Preparation:

- First, print the sheets for the story prop and mount to heavyweight paper. Cut apart following all the dotted lines.
- Attach the bristly side of a piece of self-adhesive Velcro® or sandpaper to the back of each piece.
- To tell the story, you will need either a flannelboard or a blanket draped over the couch or chair. As you share the story, put the pieces on the flannelboard/blanket and have the children count them with you.

*****The Teaching Guide will provide details on when, and how, to use this material.*****

A Fair Counting Story

The fair! The fair! We're going to the fair!

What, oh, what, do you think we'll see there?

1 Ferris Wheel that goes around and around.
It goes way up high and then come down, down.



2 pretty quilts made with fabric and thread.
They'll look so pretty when they're on my bed.

3 crafts from wood are a sight to see.
I wish I could make one just for me.

4 jars of peaches look so good to eat.
I bet they taste yummy and oh, so sweet!



5 pretty horses that can jump and run.

Riding them sure does look like fun!

6 happy cows eating lots of grass.

Can you hear them mooing when you walk past?



7 woolly sheep look so soft to touch.

Oh, I love when they “baa” so much!

8 squeaky piglets running ‘round and ‘round

Listen and you’ll hear their squealing sound!

9 fluffy bunnies that can hop, hop, hop.

When you gently pet them, they are oh, so soft.

10 yellow chicks peck to find their food.

Mother hen so proud of her brand new brood.



Going to the fair is such fun, you see.

Maybe the next time you can come with me!

Extension Ideas

Use these extension ideas in addition to the activities included in the Teaching Guide to further expand upon this unit with the children.

Sort and Count - Mix up all the pieces from the story prop and have the children sort them into groups. Then, have them count the number of items in each group.

What Am I? - Put the pieces featuring animals into a brown paper lunch bag. Have the children take turns pulling a card from the bag and then pretending to be the animal featured on it. The other children must then try to guess what type of animal the one who is acting is pretending to be.

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

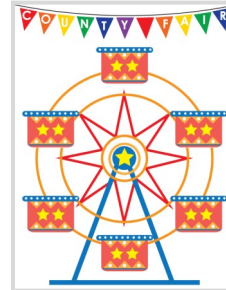
The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use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

Make It! Sheet #1 – Who's on the Ferris Wheel?

Available in English & Spanish

You Will Need:

- Child-safe scissors
- Old magazines
- Gluesticks
- Crayons/Markers



What to Do:

- The purpose of these sheets is to help children build language skills along with fine motor control.
- Print out copy of the sheet for each child. Have the children cut, or tear, pictures of people from magazines that they want to “ride” their Ferris wheel. They can then glue the pictures of these people into the cars on the wheel. As the children work, be sure to engage them in conversations. This would be a very meaningful time to reinforce a wide variety of vocabulary. More advanced children may want to draw pictures of themselves or even their family members on the Ferris wheel. If desired, they may even want to write the names to match the pictures.

Make It! Sheet #2 – I Spy...

You Will Need:

- Copy of the sheet for each child

What to Do:



- The purpose of this sheet is to expand children’s vocabulary while encouraging them to utilize both expressive and receptive language skills. Because many of the descriptions given will involve colors, this is also a meaningful time to reinforce color names and evaluate each child’s ability to identify colors.
- Provide each child with a copy of the sheet. Use the sheets to play the game, “I Spy...” Give the children a description of something in the scene. For instance, you might say, “I spy an animal that is brown.” See if children can figure out that you are “spying” the goat. Once the children understand how to play, have more verbal children give the clues while younger ones find the items.
- Be sure to give parents/caregivers ideas on how they can continue to utilize this sheet at home with their children. It would also be a fun tool to take when eating at a restaurant or waiting at a doctor’s office. 😊

Let's Read Together! Booklets

Available in English & Spanish

Print out a copy of the booklet for each child. You have a choice of printing front-to-back or on 2 pages. Cut apart, stack pages in order and staple. Use the booklets in your program in any way you would like. Then, send home to help families build literacy skills.



Experiences for Advanced 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:

- ❑ **There's a Bear at the Fair:** This experience challenges children explore rhyming words in a silly way. Start by saying, "There's a bear at the fair!" and see if the children can identify the rhyming words (bear/fair). Then, challenge them to come up with silly sayings that rhyme as well. For instance, they might come up with, "There's a pear at the fair" or "There's a chair at the fair." See how many different rhyming words the children can think of and use in the sentence.
- ❑ **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?
- ❑ **Fair Menus:** Learning that writing is used for many reasons is an important literacy understanding. This experience challenges children to utilize writing to create something you would see at the fair...a food vendor menu! Not only will the children be writing words, they will be writing numerals as well as they put down prices for the foods they would sell. To begin, have the children look through old magazines or grocery store sale flyers for foods they would sell at the fair if they were a food vendor. Then, have them glue these pictures to white paper and write the names of the foods and the prices beside them. As they do so, be sure to talk with the children about letter names, letters sounds and words. When the children finish their menus, they can display them for all to see.

Algebraic Concepts:

- ❑ **How Many Tickets Will You Need?:** Most of the time, when children are riding rides, they are not riding alone. This means that if a ride is 5 tickets and 2 people are riding, you actually need 10 tickets to ride. Guess what? That math is multiplication! For this experience, print out a lot of tickets from p. 37. Have the children cut them apart. Then, play a game with the tickets called, "How Many Tickets Will You Need?" Give the children different scenarios and see if they can figure out the total number of tickets they will need. For instance, you may say, "3 people want to ride the Scrambler. Each person needs 3 tickets to ride. How many tickets will the group need all together?" See if the children can figure out how to solve the problem on their own, providing help only when needed. Once the children understand how to play the game, they can come up with their own scenarios.



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Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
DAY 1	The Fair is Coming! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, MK1, MK2, SS1, SS2	Traveling to the Fair LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA4, PD4	Tickets to the Fair LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, PD5	We're Going to the Fair LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 2	Bunnies, Chicks & Ducks...Oh My! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1,	Bunny Tail Tag LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, CA4, PD4	Waddling in Water LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK3, CA4, PD5	So Soft LD1, LD2, SE1, SE4, AL1, SK1, SK3, MK1, MK2, PD5
DAY 3	Moo, Neigh, Baa LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, CA1, CA4, PD5	Giddy Up! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, MK3, PD4	Milking Time LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, CA4,	Moo! Moo! Moo! LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD4
DAY 4	Made by Hand LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, MK3, MK4, MK6, PD5, SS1	In and Out. In and Out. LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK6, PD5	Creating with Fabric & Yarn LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK6, CA3, PD5	Fabric Fun LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 5	That Looks Yummy! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, MK1, MK2, MK6, PD5, SS1, SS2	Canning & Baking LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD5, SS1	Canned vs. Fresh LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LR1, MK6, PD2, PD5, SS1	More Fair Fun LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 6	Make & Display LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, MK6, PD4,	Woodworkers Are We LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, CA4, PD5, SS1	I Am an Artist LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, CA3, PD5	Building with Wood LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 7	Movin' to the Music LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA2, PD4	Making Instruments LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA1, CA4, PD5, SS1, SS3	Swing Your Partner! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK3, LR1, CA1, CA2, PD4	Bang! Bang! Bang! LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
DAY 8	Around and Around LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, MK1, MK2, CA1, CA4, PD3, PD4, PD5, SS1, SS2	Going for a Ride LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LK5, LR1, LR2, MK3, CA4, PD3, PD4	Many Moving Parts LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, LR2, PD5, SS2	The Merry-Go-Round LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 9	Games to Play LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD4, PD5, SS1, SS2	Come Play Our Games! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, PD4, PD5, SS1, SS2	Dream Prize LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA3, PD5	Balls in the Bowl LD1, LD2, SE1, SE4, AL1, SK1, SK3, MK1, MK2, PD5
DAY 10	Come to the Fair! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, MK1, MK2, CA4, PD4,	A Yummy Fair Treat LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK3, PD2, PD5, SS1	Who Is Ready for a Story? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, PD5	A Tune for You LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1

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

School-Age Experiences

When I Went to the Fair... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS1,	Do-Si-Do LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA2, PD4, SS1	Being Crafty LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD5, SS3
Galloping Races LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, CA4, PD4	Toss, Count, Win! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD5	Sand and Water Cake Decorating LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1,

Book List

Here is a list of books that compliment our unit, "Fun at the Fair"

Andi's Fair Surprise by Susan K. Marlow

Angelina at the Fair by Katharine Davis Holabird

At the Carnival by Hunter Reid

Blue Ribbon Day by Catharine Hapka

A Carnival of Cats by Charles Ghigna

Corgiville Fair by Tasha Tutor

County Fair by Laura Ingalls Wilder

Daniel Goes to the Carnival by Angela C. Santomero

Every Car Has a Story by Christina Tosi

A Fabulous Fair Alphabet by Debra Fraiser

Fair Cow by Leslie Helakoski

The Fantastic Ferris Wheel by Betsy Harvey

Horse Showing for Kids by Cheryl Kimball

Maisy's Fairground by Lucy Cousins

The Midnight Fair by Gideon Sterer

Mr. Ferris and His Wheel by Kathryn Gibbs

Paddington Bear and the Busy Bee Carnival by Michael Bond

The Patchwork Quilt by Valerie Flournoy

Sam Johnson and the Blue Ribbon Quilt by Lisa Campbell Ernst

Sheila the Sheep Goes to the York Fair by Mrs. Roxanne Marie Dean

Splat the Cat: Up in the Air at the Fair by Rob Scotton

AT THE FAIR

(tune: "The Wheels on the Bus")

At the fair, there's lots to see,
Lots to see, lots to see.
At the fair, there's lots to see.
Come, please come, with me!
(children walk in place)

See the bunnies...hop, hop, hop,
Hop, hop, hop. Hop, hop, hop.
See the bunnies...hop, hop, hop,
Hop along with me!
(children pretend bunnies)

Hear the chickens...cluck, cluck, cluck.
Cluck, cluck, cluck. Cluck, cluck, cluck.
Hear the chickens...cluck, cluck, cluck.
Cluck along with me!
(children cluck like chickens)

Hear the ducklings...quack, quack, quack.
Quack, quack, quack.
Quack, quack, quack.
See the ducklings...quack, quack, quack.
Quack along with me!
(children quack like ducks)

MORE VERSES:

Hear the cows go...moo, moo, moo...
Hear the sheep go...baa, baa, baa...
Hear the horse go...neigh, neigh, neigh...
Hear the goat go...bleat, bleat, bleat...
Hear the pig go...oink, oink, oink...

THE MERRY-GO-ROUND
(tune: "The Wheels on the Bus")

The merry-go-round horses go up and
down,
Up and down, up and down.
The merry-go-round horse go up and
down,
At the county fair.

WE'RE RIDING ON THE FERRIS WHEEL
(tune: "Here We Go 'Round the Mulberry Bush")

We're riding on the Ferris wheel,
Ferris wheel, Ferris wheel.
We're riding on the Ferris wheel.
It is a lot of fun!

First, we'll sit down in the seat,
In the seat, in the seat.
First, we'll sit down in the seat,
So that we'll be safe.

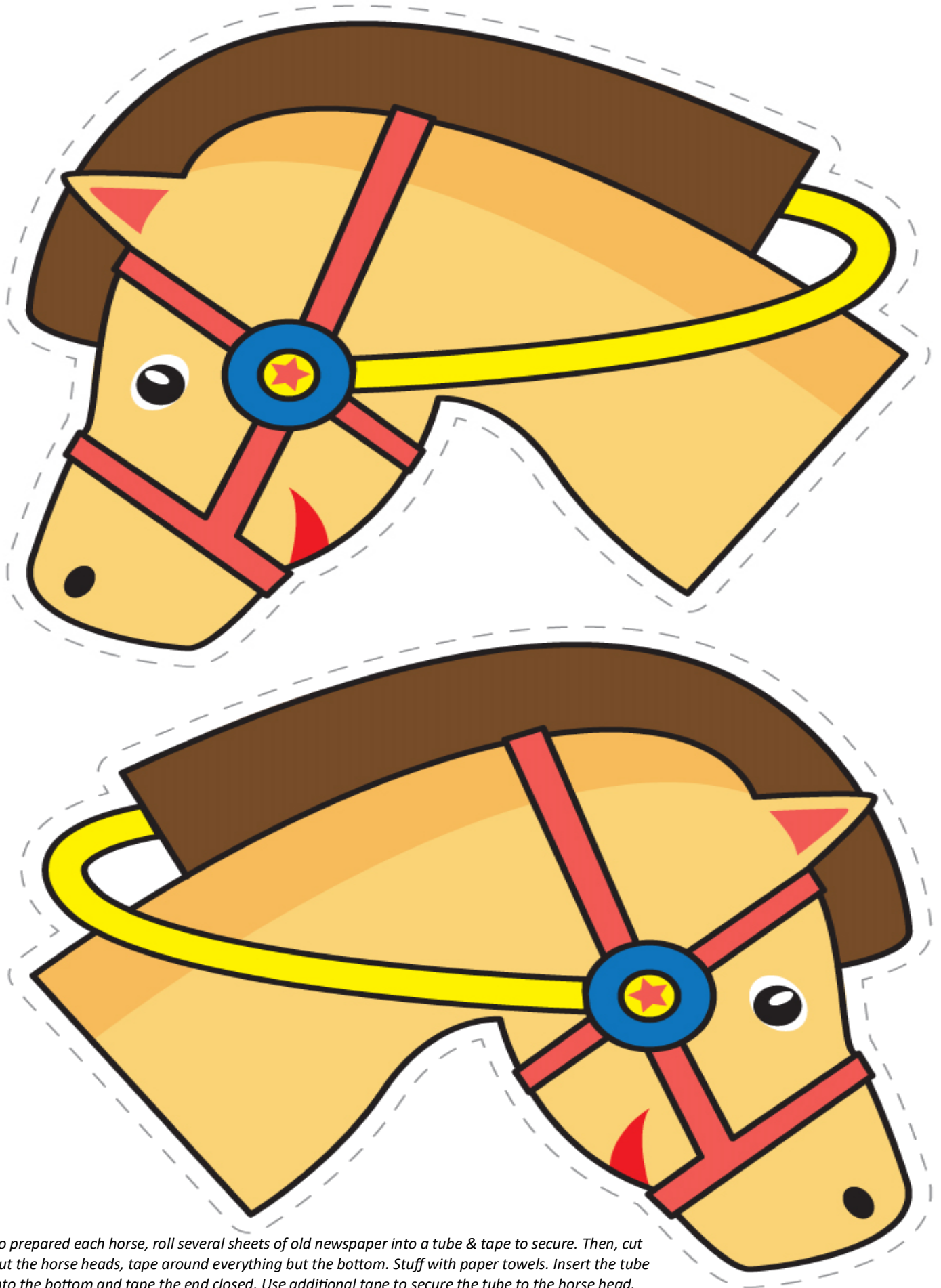
Then the car will go up high,
Go up high, go up high.
Then the car will go up high,
Way up toward the sky!

Then the car will lower down,
Lower down, lower down.
Then the car will lower down,
Back down to the ground.

'Round and 'round we all will go,
All will go, all will go.
'Round and 'round we all will go,
Until the ride is done.







To prepared each horse, roll several sheets of old newspaper into a tube & tape to secure. Then, cut out the horse heads, tape around everything but the bottom. Stuff with paper towels. Insert the tube into the bottom and tape the end closed. Use additional tape to secure the tube to the horse head.



