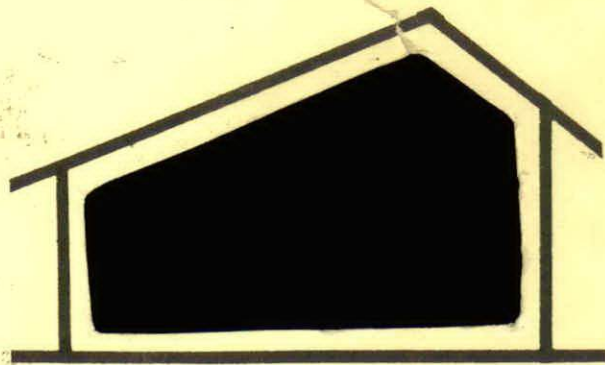


**CREATIVE LEARNING:  
A CURRICULUM FOR PREPRIMARY CHILDREN  
VOLUME I**



*THE CHILDREN'S HOUSE  
Mankato State University  
Mankato, MN 56001*

# CREATIVE LEARNING: A CURRICULUM FOR PREPRIMARY CHILDREN VOLUME I

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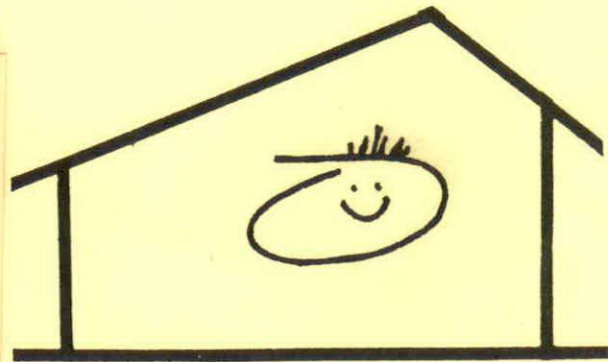
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To The OCCCCC =  
May children and staff  
profit from these  
materials -  
Marjorie L. Oelerich

To a fine program  
& an example  
for us all -  
Jean Peterson



THE CHILDREN'S HOUSE  
Mankato State University  
Mankato, MN 56001

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To the children --

past, present and future --

of The Children's House.

# CONTENTS

PREFACE

UNIT I. FARM FUN

UNIT II. GARDENING

UNIT III. JOBS MAKE THE WORLD GO 'ROUND

UNIT IV. TRANSPORTATION

UNIT V. WEATHER

# PREFACE

When The Children's House of Mankato State University opened its doors in 1972, there were very few comprehensive appropriate curricular materials for preprimary children. The teaching staff, together with student teachers and other student participants, began creating, collecting and organizing learning experiences to meet the stated objectives for the total development of the child.

An eclectic approach was utilized, looking at the needs and abilities of the total child. As such, the program which was developed at The Children's House was based on the philosophy that each child learns best in an atmosphere of care, trust and respect. This atmosphere can be best achieved by demonstrating caring behavior and mutual respect, which allows each child to grow to his fullest potential.

For the young child, this means that the program must emphasize experiences rather than experiments, and exposure rather than mastery. Hands-on experiences are provided in order to further cognitive development through learning-by-doing. The program builds upon the knowledge and skills already in the child's life; furthermore, it provides opportunities to extend these skills.

After these years of teaching young children, we sense the need for a comprehensive curriculum in which we can incorporate our ideas and experiences. With this background, CREATIVE LEARNING: A CURRICULUM FOR PREPRIMARY CHILDREN evolved. It is now offered to our colleagues in early childhood education, in an effort to help other programs meet the following goals for young children:

- a. to help each child develop his own creativity and self-expression.
- b. to help each child develop an inquiring mind and to provide experiences to develop problem-solving skills.
- c. to help each child achieve and appreciate success as he enjoys learning experiences.
- d. to help each child accept personal responsibility and develop the ability to work and to organize work independently.
- e. to help each child establish satisfying and successful social relationships with his peers and with adults.
- f. and, finally, to help each child develop a concept of himself as a worthy individual, a good friend, an eager learner and a willing participant in learning experiences.

CREATIVE LEARNING: A CURRICULUM FOR PREPRIMARY CHILDREN is the beginning. It is hoped that this curriculum may serve as a resource to others as they guide the learning of young children. It is not a cut-and-dried, how-to-do-it book. But it is a collection of numerous learning experiences within the context of a unit setting. The various disciplines are not, and cannot, be separated; learning overlaps. With a central theme, young children will have many opportunities to examine, investigate, explore, experience and discover concepts of meaning. As the children approach the same concept from a number of experiences, they will have opportunities to formulate ideas, to test these ideas for validity and meaning, and to draw conclusions relevant for them.

Each unit contains three types of experiences:

- 1) Real Life Experiences.
- 2) Supportive Experiences.
- 3) Challenging Experiences.

Real Life Experiences offer the core of this learning curriculum. First-hand, concrete opportunities to know the real world are crucial for young children. In the security and safety of the early childhood center, children may test and try their knowledge of, and contacts with, the reality of life. As they experience and learn, they may modify their knowledge and attitudes.

Supportive Experiences enhance, reinforce and enrich the Real Life opportunities. Language experiences, arts and crafts, music and movement, and other areas of learning are included.

Challenging Experiences are offered for the children who are more advanced in their thinking and learning. These experiences are intended to be a challenge to the advanced learner. It is anticipated that these experiences will be relevant for the children in Kindergarten and Grade One. Care must be taken in using these Challenging Experiences with Prekindergarten children.

No time schedule is included in this curriculum. The child's learning should not be determined by the clock. As long as the child is interested and is learning, he should be allowed time and opportunity to explore.

The child's learning also depends upon his safety and happiness. Therefore, in all these materials, safety is extremely important. Consider use of non-breakable materials (plastic rather than glass), non-toxic items (paints, plants, foods), non-infectious experiences (animals which do not transmit rabies). Likewise, the child's happiness is crucial. Be certain his needs are considered, adjustments made for his level of learning, and appropriate experiences and materials provided.

Although the male pronoun is customarily used throughout, no sexist discrimination is intended. Rather, the pronoun refers to all children and adults.

These materials have been collected from many sources: our own years of teaching children; teachers at The Children's House; student participants and student teachers at The Children's House; and other students in early childhood education. Wherever possible, the copyright source has given permission. However, if by chance we have inadvertently infringed on copyrights, we apologize for it. If copyright owners will contact us, we will correct the error in subsequent editions.

In the preparation of this curriculum, we gratefully acknowledge the help and support of Marion Cords, Linda Pietz, and the other outstanding teachers who have involved children in the learning process through the years at The Children's House. We also express appreciation to Meredith S. Ring, artist and teacher of young children, as well as to Jan Eimers, secretary at The Children's House.

We recognize that the success of CREATIVE LEARNING: A CURRICULUM FOR PREPRIMARY CHILDREN is contingent upon the ability of teachers to adapt these materials to meet the needs of the children they teach.

We accept no monetary remuneration for our efforts; our reward is knowing the materials will benefit many children and their teachers. Net proceeds from the sale of this first printing will accrue to The Children's House, which is the campus prekindergarten daycare facility at Mankato State University. You are invited to visit us!

Marjorie L. Oelerich

Jean Peterson

Mankato, Minnesota  
June, 1985

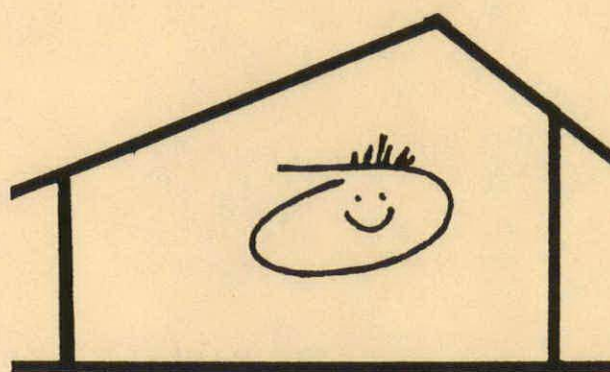


# FARM FUN

## UNIT I

### CREATIVE LEARNING:

### A CURRICULUM FOR PREPRIMARY CHILDREN



*THE CHILDREN'S HOUSE*

FARM FUN

Table of Contents

<u>Learning Experience</u>	<u>Page</u>
All-American Farmer Race, The.....	15
Animal Babies.....	43
Animal Homes.....	36
Animal Sugar Cookies.....	7
Ant Farm.....	13
Auditory Differences.....	17
Baa, Baa Black Sheep.....	41
Barnyard Family.....	40
Bean Chart.....	10
Bees and Hive.....	16
Beginning Sound Match.....	45
Bread-Making.....	5
Bread Recipe.....	5
Chart Hatching of Eggs.....	12
Compost Heap.....	10
Conversation Time.....	20
Corn Cob Dolls.....	21
Corn Creations.....	21
Corn-on-the-cob.....	6
Create-a-story.....	44
Dairy Products We Eat.....	3
Dictated Story.....	17
Dig A Little Hole.....	32
Dramatic Play.....	16
Egg Shell Chicks.....	20
Farm Concentration.....	44
Farmer And His Seeds.....	34
Farmer In The Dell.....	34
Farmer Plows the Ground, The.....	35
Farm Interest Center, A.....	13
Farm Mural.....	17
Farm Vegetable Garden.....	8
Feathers.....	12
Find The Missing Letter.....	43
Fish For Pictures.....	19
Five Little Peas.....	31
Gardener, The.....	35
Green Leaf.....	30

# FARM FUN

## Table of Contents

<u>Learning Experience</u>	<u>Page</u>
Hatching Eggs.....	11
Hayride.....	10
Hidden Words.....	44
Honey Bees.....	13
Horse, Horse.....	33
Ice Cream.....	4
If A Cow Could.....	36
If I Were A Horse.....	29
Individual Butter-Making.....	3
Indoor Vegetable Garden.....	8
Kitty.....	33
Little Boy Blue.....	35
Little Fluffy Chicks.....	29
Little Pigs.....	31
Little Plant.....	31
Little Red Hen.....	37
Little Brown Seed.....	30
Mac Donald's Farm.....	19
Making Implements.....	16
Mary Had A Little Lamb.....	42
Matching Baby Animals to Mothers.....	18
Maze Games.....	45
Mister Carrot.....	31
My Farm Book.....	45
My Pigeon House.....	30
Oats, Peas, Beans and Barley Grow.....	39
On The Farm.....	36
Orange Tree.....	18
Overalls.....	20
Pantomime Farm Animals.....	16
Peter Rabbit.....	38
Pet Show.....	7
Pigs.....	33
Plant A Mini-Garden.....	7
Plant A Seed.....	32
Planting Bean Seeds.....	9
Play Farm.....	22
Plotting A Garden.....	17
Popcorn.....	6
Preserving Vegetables.....	9

FARM FUN

Table of Contents

<u>Learning Experience</u>	<u>Page</u>
Quack, Quack.....	36
Rabbit Finds A New Hole.....	18
Sawhorse Animals.....	15
Scrambled Eggs.....	10
Shape Animals.....	21
Shapes.....	19
Shelled Corn.....	10
Six Little Ducks.....	33
Sunshine Farm Bulletin Board.....	21
Swinging Bird.....	32
Tall Silos.....	32
Tambourine.....	18
Tell-A-Farm Story.....	43
Ten Little Pigeons.....	39
This Is The White Sheep.....	29
This Little Cow.....	31
This Little Pig.....	29
Vegetable Soup.....	9
Visit A Cheese Farm.....	5
Visit A Grain Farm.....	2
Visit An Animal Farm.....	1
Visit An Implement Store.....	3
Visitors To The Classroom.....	6
Wall Plaque.....	22
When Cows Get Up In The Morning.....	32
Word Concentration.....	43

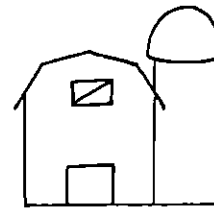
## FARM FUN

### I. Real Life Experiences

#### VISIT AN ANIMAL FARM

Pre-arrange a visit to a local animal farm. It might be a dairy farm, livestock farm, horse farm, etc. Perhaps the parents of a child in the group will have such a farm. If you do not have a personal contact with a farmer, a name may be obtained through the local feed store, grain elevator, school agri-business instructor, or the area agricultural extension agent.




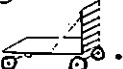
It is preferable to visit the farm yourself before you bring the children. This will provide an opportunity for you to see what will be available for the children. In addition, you will be able to brief the farmer on concepts and experiences in which children of this age are interested and about which they may learn. Specific opportunities will include names and appearances of the animals, feed and housing for the animals, sounds made by different animals, and types of products for which different animals are utilized. On the actual field trip, take along a tape recorder on which to record animal sounds. Also take along a camera with which to photograph different animals as well as children with the animals. This creates a good foundation for remembering and re-telling the story after the trip.



Before the field trip: show illustrations of different farm animals; have children offer information they may already have regarding animals found on the farm. Listen to tapes of animal sounds. Record information on the chalkboard or chart paper.

After the field trip: discuss the animals viewed on the farm; list these animals. Compare this list with that made prior to the field trip; discuss the similarities and differences. Listen to the tapes made of animal sounds. Mount the photographs of children with animals on heavy paper. Discuss the photographs. Post in an easily accessible area so the children and their parents may discuss the pictures together.

Compose with the children a composite experience chart story of the field trip. Use both words and rebus to help the children re-tell the story themselves. Post the story for children to review and discuss together or with their parents.

Today we went to a  .  
We saw a  and a  .  
We went for a ride in a  .

## FARM FUN

### I. Real Life Experiences

#### VISIT AN ANIMAL FARM (Continued)

Following the trip, write a group composite thank you letter to the farmer. Children may draw pictures and/or dictate words for the teacher to put on chart paper. Each child may write his name and/or make a picture of himself for his signature.

Dear Mr. and Mrs. Jones:

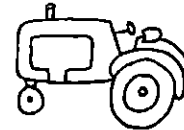
Thank you for letting us visit your farm. We learned about cows and milk. We like to drink milk. And we learned about chickens and turkeys, too.

Sincerely,

The Children's House

#### VISIT A GRAIN FARM

Pre-arrange a visit to a local grain farmer. Names of local farmers may be obtained from the same sources as animal farmers. The teacher should visit farm in advance and brief the farmer about the interests and learning development of the children regarding the seeds, the grown plants and the equipment. It could be suggested at this time that the children would have a good learning experience from a ride on a tractor and/or a combine. Perhaps there are several pieces of equipment the children could explore, sit on and walk around. Mention that it would be beneficial for the children to walk on the edge of the corn field, down rows of soybeans, and through wheat fields. Irrigation equipment, planting equipment and harvesting equipment would all be of learning value for the children. The use of each piece of equipment should be discussed.



Before the field trip: encourage children to bring from home their toy farm equipment and trucks. Provide models and illustrations of implements for the children to view and discuss. Implement dealers will provide brochures, posters and other materials.

After the field trip: talk about which seeds and plants the children saw, as well as the fields in which they were allowed to walk. Discuss the end product of certain grains (wheat will be made into flour, soybeans into oil, peanuts into peanut butter, cotton into clothing, etc.). Review the implements again; recall those viewed at the farm. Write a group composite thank you letter to the farmer for the visit; included may be pictures made by children representing what they saw and learned. They may dictate a letter for the teacher to put on chart paper; each child may write his own name and/or make a picture of himself as a signature.

It is worthwhile to visit a grain farm during the planting season and again at harvest time.

## FARM FUN

### I. Real Life Experiences

#### VISIT AN IMPLEMENT STORE

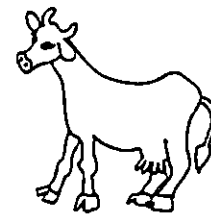
After experiencing the grain farm, arrange a visit with an implement store in your area. Brief the salesperson about the learning level and interests of the children, such as names of the implements, the job they are engaged to do, the cost, and any other appropriate features of the implement.

Before the field trip: review the implements which were seen on the farm visit, using models and pictures. Discuss where the farmer obtains equipment. Allow opportunity for various responses, discovering that an implement store is the most common source. Someone will suggest, "Let's visit an implement store!"

After the field trip: talk about the names of the equipment and the jobs performed by each. Allow the children to recall the experience through manipulating models of the implements, improvisations with blocks, verbalizations, experience charts and stories. Send a thank you letter to the implement dealer.

#### DAIRY PRODUCTS WE EAT

Display illustrations of a cow and dairy products. Also, have empty containers from dairy products for the children to observe and handle. The National Dairy Council has several resources, such as illustrations, coloring books, and packets of activities available free of charge or for a nominal fee.



Send a note home with children requesting that each child bring an unopened container of a different dairy product, such as a carton of cottage cheese, a quart of milk, a package of cheddar cheese, a pound of butter, a quart of buttermilk, etc. Plan a tasting party, so each child will have the opportunity to taste each product. Cooking experiences which utilize dairy products may be experienced.

#### INDIVIDUAL BUTTER-MAKING

Each child may make a bit of butter. Needed for each person is a baby food jar with a tight-fitting lid and 3 tablespoons of whipping cream. Pour the cream into the jar. Place the lid on tightly; tape around the top with masking tape. Shake the jar until a ball of butter materializes. Drain off the buttermilk, which is good to drink. Squeeze out the remaining buttermilk by pressing with a spoon against the sides of the jar. Spread the butter on bread or crackers. Eat and enjoy!

## FARM FUN

### I. Real Life Experiences

#### ICE CREAM

There are various ways to make ice cream in the classroom. Be sure to select a recipe which does not require raw eggs (because of the health hazard). Following are some reliable recipes.

##### Three-of-a-Kind Ice Cream Mix

3 cups sugar  
3 cups half and half cream  
3 cups homogenized milk  
3 bananas, mashed  
juice of 3 oranges  
juice of 3 lemons

Combine all ingredients. Freeze in the ice cream freezer.

##### Individual Ice Cream Mix

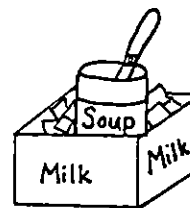
Each child may make his own batch of ice cream in individual containers. Any one of the following recipes may be used:

Recipe A:  $\frac{1}{2}$  cup milk  
2 tablespoons sugar  
 $\frac{1}{4}$  teaspoon vanilla

Recipe B: 3 tablespoons dry powdered milk  
 $\frac{1}{2}$  cup water  
2 tablespoons sugar  
 $\frac{1}{4}$  teaspoon vanilla

Recipe C:  $\frac{1}{2}$  cup homogenized milk  
3 tablespoons sugar  
1 tablespoon lemon juice

Recipe D:  $\frac{1}{2}$  cup homogenized milk  
2 tablespoons pudding mix



For any one of the above individual ice cream recipes, start with an empty half gallon milk carton, teaspoon, and a small metal empty soup can for each child. Cut off the top of the milk carton a little lower than the height of the can. Put the can inside the carton. Pour the mix into the can, so the can is about one-third full. Put an inch of crushed ice cubes in the carton surrounding the can. Sprinkle two tablespoons of rock salt over the ice. Add another inch of crushed ice and sprinkle two more tablespoons of rock salt over it. Fill the carton with alternating layers of salt and ice until almost to the top of the can. If the ice melts, add more ice and salt. Be careful that no ice or salt spill inside the can. Stir the ice cream mix with the spoon for ten to twenty minutes. When the ice cream mix is hard to stir, it is ICE CREAM! Eat and enjoy!



## FARM FUN

### I. Real Life Experiences

#### VISIT A CHEESE FARM

If possible, arrange a field trip to a cheese farm. Follow guidelines for the other farm visits. Prepare for the visit with models and illustrations of cows; discuss the fact that cows provide milk. A review of the trip to the dairy farm will be relevant. Discuss the process of getting milk from the farm to our homes; use pictures of milk trucks and real milk containers. At the cheese farm, note the use of milk to make cheese. Bring samples of different varieties of cheeses for children to taste.

#### BREAD-MAKING

In conjunction with reading the story, "Little Red Hen," (page 37) children may experience bread-making. Show children wheat seeds, encouraging them to take the seed apart and examine it. Help the children grind wheat for bread flour. Flour grinders may be found at natural food stores. A field trip to the store to purchase the grinder or to the grocery store to purchase the flour may be included. If you do not find a grinder, put a small amount of wheat in a heavy plastic bag and have the children crush it with a hammer. Be sure the wheat has not been treated with a toxic preservative. Add the wheat the children have ground or crushed to enough commercially ground wheat flour for the following recipe.

##### Bread Recipe

1 package dry yeast  
1½ cups warm water  
¼ cup molasses or brown sugar  
1 teaspoon salt  
2 tablespoons shortening  
2 cups whole wheat flour  
2 cups white flour

Dissolve the yeast in the warm water. Add the molasses or brown sugar, salt and shortening. Mix well. Add the whole wheat flour and beat until smooth. Add the white flour a little at a time. Divide the dough so each child has a portion; knead for five to ten minutes. Place each child's dough in oiled bowls to rise (about an hour). Have each child punch his dough to remove the air and knead it again. Each child will form his dough into individual loaves and place in greased small loaf pans. Let the dough rise one hour before baking at 375° for 30 minutes. Remove bread from pan and cool on a rack.

## FARM FUN

### I. Real Life Experiences

#### CORN-ON-THE-COB

In conjunction with telling the nursery rhyme, "Little Boy Blue," (see page 29 ), prepare corn-on-the-cob. A field trip to a farm to pick the corn, or to a grocery store to purchase the corn, may also be included.

Help each child to examine his corn ear with the husk intact. Allow each child to husk his ear of corn, which will then be ready for cooking.

#### Corn-on-the-Cob Recipe

2 quarts boiling water  
6 ears of husked corn

Place the corn in the boiling water. Boil gently for 15 minutes. Remove from the water. Cool until comfortable for the children to touch. Spread with butter. Eat and enjoy!

#### POPCORN

Visit a garden where popcorn is growing. Bring some mature ears of popcorn back to the classroom. Children will husk the ears and shell the corn. At each stage, discuss the characteristics of the kernels and ears. For popping, use an electric popper, an electric skillet or a large pot and hot plate. Follow the directions with the electric popper or use enough oil and kernels to cover the bottom. When corn has popped, add salt and melted butter to taste.

#### VISITORS TO THE CLASSROOM

In addition to visiting various types of farms, invite area farmers to come to the classroom. A farmer visitor will share many bits of information, such as the type of clothing he wears on the farm. He may bring some of the equipment used on the farm, such as feed pails and tools as well as samples of seeds, feeds, and other products of his farm. He may bring animals. Baby animals as well as other small animals can be managed in the classroom; piglets, lambs, kids, ducks, chickens, turkeys, rabbits, small calves all make good visitors. Larger animals may be kept outdoors for children to view.

## FARM FUN

### I. Real Life Experiences

#### PET SHOW

Set aside one day for a special "Pet Show." Notify parents at least one week in advance. Invite each child to bring a pet. Children may invite parents and other guests for the Pet Show, also.

Prepare a scenario of the show, including a description of each animal. Children may draw pictures of their pet and dictate stories to the teacher. Present these in booklet form as the printed program for each guest. Each child may show his pet and tell something about it. If the child does not have a live pet, he may bring a stuffed animal or share a classroom pet, such as goldfish, gerbil, hamster, etc.

#### ANIMAL SUGAR COOKIES

An enjoyable learning experience may follow the visit from animals; namely, making Animal Sugar Cookies. Or these could be made the day before the Pet Show and served as refreshments for the guests.

##### Animal Sugar Cookies Recipe

1 cup shortening  
1½ cups sugar  
2 eggs, well beaten  
½ teaspoon vanilla  
3 cups flour  
½ teaspoon soda

Cream the shortening and sugar thoroughly. Add the eggs and vanilla. Combine the flour and soda; add to the creamed mixture. Place the dough in the refrigerator several hours to chill. Roll on floured surface. Cut in animal shapes. Or children may form animal shapes by patting into circles and adding appendages. Bake on a cookie sheet at 375° for 12 minutes. Cool. Eat and enjoy!

#### PLANT A MINI-GARDEN

Have each child bring a few vegetable seeds. Compare the different seeds; discuss the similarities and differences. Plant the seeds in paper cups. Water regularly. Send them home with the children after they have sprouted. Children can prepare identification signs using popsicle sticks and construction paper.



## FARM FUN

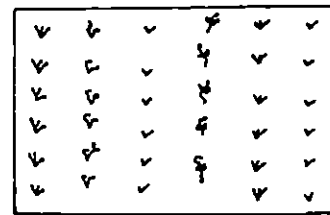
### I. Real Life Experiences

#### FARM VEGETABLE GARDEN

Children may plant a vegetable garden in a spot outdoors. This garden should be planted in rows to simulate that of a farm field. Be sure the ground is appropriately prepared before planting.

Children will select the vegetables to be planted. A map of the garden may be made. When four or five different vegetables have been chosen, plan a trip to the seed store to purchase the seeds and starter plants. In making the selection of plants and seeds, take care in noting that quick germinating and growing seeds are best when working with young children. Lettuce seed, Onion sets and Cherry Tomato plants are rewarding to observe as they grow.

#### Vegetable Garden



To prepare the garden plot, help the children with weeding and clearing, spading, adding decomposed manure, and careful raking.

Mark each row as it is planted. The outside of the seed package, or a picture from a seed catalog, may be laminated and attached to a stick for the marker.

Children may weed and water the garden until the produce is mature enough to eat. The classroom pet, such as a guinea pig, may be fed some of the appropriate produce.

#### INDOOR VEGETABLE GARDEN

Several small containers, or one large flat box, may be used for an indoor garden. If the container is not waterproof, line it with aluminum foil. In addition, put a layer of plastic or a sheet of linoleum beneath the box to catch leakage. Plastic wading pools, plastic dish pans, the sandbox or water table provide a waterproof situation; furthermore, they allow for better root expansion.

Place the garden near a window to catch the sunlight.

In preparing and planting the garden, follow procedures for the Farm Vegetable Garden (above).

Select seeds which farmers in your region use. Seed stores provide seeds as well as advice. Corn, Soybeans, Wheat and Oats are usually successful for an Indoor Vegetable Garden. Sunflower seeds or Sugar Beets are also successful.

## FARM FUN

### I. Real Life Experiences

#### VEGETABLE SOUP

As the vegetable garden matures, use the produce for vegetable soup. Additional vegetables may be obtained on a field trip to a neighborhood garden or to the supermarket. Children will clean and cut the vegetables. The following recipe is guaranteed to please!

##### Vegetable Soup Recipe

3 carrots  
3 potatoes  
3 stocks of celery  
2 cups shelled peas  
1 onion  
1 clove garlic  
1 beef bouillon cube  
1 teaspoon salt  
2 cups water

Clean the vegetables. Cut into bite-sized pieces. Put all ingredients in a slow cooker. Allow one day for cooking and the next day for eating. A package of dry onion soup mix or vegetable soup mix may be used instead of the bouillon cube. In this case, omit the salt.

Use a table knife for children to cut the vegetables under teacher supervision. Sharp paring knives are not safe for young children.

#### PRESERVING VEGETABLES

Plan opportunities for children to preserve some vegetables. Caution must be followed with the hot water and containers. Some vegetables may be blanched and frozen; at a subsequent date these may be served as separate vegetables or combined for soup or stew. Some vegetables may be canned in jars; extreme care must be taken with the children present. Some vegetables may be dried in a dehydrator or the stove oven or a microwave.

#### PLANTING BEAN SEEDS

Each child will select ten bean seeds to place in a cup of water. Soak overnight. Using egg shells, each child will plant one bean seed in each shell, cover with soil, and place the shell in a section of an egg carton. Provide enough egg cartons so each child will have one. (Egg shells may be saved from scrambled eggs or other cooking activities so each child will have ten half shells in which to plant his bean seeds.)

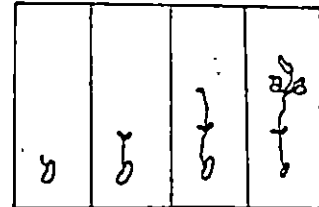
## FARM FUN

### I. Real Life Experiences

#### BEAN CHART

Post charts in the room while the Bean seeds are growing. Make a chart for each child to keep a record of the growth of his Bean seeds. The child may draw a picture of the Bean as it sprouts and grows each day. Use a manila folder or a large piece of construction paper for the chart. Measure the growth with a ruler and record it on the charts.

Bean Chart



#### COMPOST HEAP

Provide a large tub such as an old wash tub or baby bath tub, in a suitable outside location. Combine loam, dead leaves, grass clippings, old banana peelings, apple skins, potato peelings, etc. Keep the assortment moist. Stir the compost heap about once a week. When you are ready to plant a garden, this mixture will be worked into the garden soil.

#### SHELLED CORN

Arrange for a variety of different kinds of ears of corn to be brought into the classroom. Include colored corn, midget corn, sweet corn, popcorn, and field corn. Help children observe the differences. Allow children to shell the corn. Have additional shelled corn on hand to fill a sand table. As accessories to the sand table experience, provide several different containers of various sizes to encourage measurement and comparisons. Supervise carefully so children use the corn appropriately.

#### HAYRIDE

Arrange a hayride for the children by contacting a local farmer. Include some bales of hay on the hayrack. Following the experience, children will make their own hayracks from boxes and blocks in the block corner. Provide loose hay for filling the boxes.

Place some hay outside in the playground area. Children will use trikes and wagons for hauling the hay.

#### SCRAMBLED EGGS

Provide several types of eggs for the children to compare, such as chicken eggs, duck eggs and turkey eggs. Allow each child to crack one egg into a small bowl; he will add  $\frac{1}{4}$  cup of milk to the egg. He will beat the mixture with a fork. Scramble in an electric fry pan; eat for snack time.

## FARM FUN

### I. Real Life Experiences

#### HATCHING EGGS

Obtain fertilized eggs from a hatchery or local farmer. Classroom-size incubators can be obtained from science supply houses. Follow instructions carefully, giving special attention to the temperature and humidity. Inasmuch as it may be difficult to obtain a "good hatch" from homemade incubators, they might be used only if very careful attention is given to maintaining an even temperature and humidity. An electric heat lamp may be used, with the distance from the eggs varied to maintain an even temperature.

It is also necessary to turn the eggs every twelve hours during the first two weeks of incubation. However, do not turn the eggs or even move them during the last five days of incubation. Mark an "X" on one side of each egg, so you will know which ones have been turned each time.

In 21 days, baby chicks should be pecking at the shell as they hatch. Provide a warm light for the babies to dry as well as keep warm. Also provide water and feed (dry, raw oatmeal or poultry feed for baby chicks). When chicks are dry and gather strength, they will drink the water and eat the feed (probably the second day).

Chicks can be kept in the classroom until they begin to get their second set of feathers (two or three weeks of age). Then they need more space for exercise. A chick pen can be made of the water table or sand box. Cover the bottom of such equipment with plastic so it can be thoroughly cleaned when the project ends. Add bedding material, such as kitty litter, straw or sawdust. Make a fence of chicken netting which will fit inside the outer edges of the sand or water table. Fasten securely. Put water and feed containers inside. If the classroom is not kept warm, continue to use the heat lamp or incubator lamp to maintain some source of warmth for the chicks.

#### Hatching Eggs



When the chickens have outgrown this chick pen, give them to a friendly farmer.

## FARM FUN

### I. Real Life Experiences

#### CHART HATCHING OF EGGS

Discuss with children the fact that a mother chicken (hen) "sets" on her eggs to keep them warm. After 21 days, the baby chickens hatch or come out of the egg shell.

Because it would be difficult to keep a hen in the classroom for that length of time, the children will learn that we use another source of heat (incubator or heat lamp) to keep the eggs warm until they hatch.

Display a picture of a hen "setting" on her nest. Children will observe and discuss the implications of the picture. Compare the role of the hen with that of the incubator.



Prepare a hatching chart with 21 days. Mark off each day until the days the chicks are hatched.

Hatching Chart

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

#### FEATHERS

Bring a live chicken, duck and turkey to the classroom. Observe and discuss the similarities and differences in the feathers. Especially notice the differences between the tail and wing feathers and downy fluffs.

Collect feathers from a field trip. Observe, compare and discuss them. Put some feathers in a shallow pan of water. Observe what happens. As children discover that feathers float in water, they will learn that feathers on the poultry help to keep them dry.

Classify the feather collection according to different features.



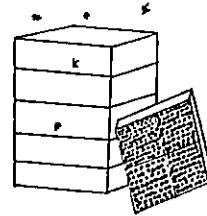
## FARM FUN

### I. Real Life Experiences

#### HONEY BEES

Contact a beekeeper. Invite him to visit the classroom to help children learn about bees and honey.

Ask the beekeeper to bring with him a hive and some live bees as well as the equipment he uses. In the hive, have some honey collected by the bees.



Discuss the process of bees collecting pollen from flowers, making the honey and storing it in the hive. Compare honey with beeswax. Taste some honey from the hive as well as from the supermarket. It's a great snack when served on crackers!

#### A FARM INTEREST CENTER

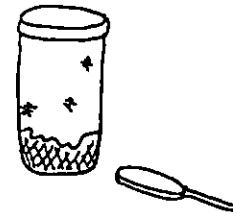
Children will share some item from home which they have associated with the farm experience. It might be a story book, a model tractor, an item of farm clothing, etc. After telling about his item, the child will place it in the interest center. Each day, time will be allowed for children to use the objects. A newsletter to parents will keep them up-dated on this area of interest and the need to provide appropriate items.

When children tell about their item, the discussion may be taped and placed in the interest center. Subsequently, children may listen to the tape as they examine the item.

Label each item with the name of the child who brought it.

#### ANT FARM

Each child will bring a transparent plastic container with a cover, such as that in which some honey, popcorn, etc., are sold. Pre-arrange permission for children to dig in a spot where ants are known to live. Help each child dig dirt and fill his container; attempt to have a few ants in each child's container. Children may use magnifying glasses to observe the ants carefully. Keep the ant farms in the classroom for examination at various times during the day. Cover the containers when not being observed. At the end of the day, help the children return the ants to the area where they were found.





## FARM FUN

### II. Supportive Experiences

#### DRAMATIC PLAY

Collect clothing articles and other items associated with the farmer and the milkman, such as overall or jeans, straw hat, cap with a bill, feed pail, hay fork, work gloves, white pants, white shirt, white cap, empty milk cartons, etc.

Invite a farmer and a milkman in appropriate attire to visit the classroom. As they share their clothing and other items, help the children recognize items in the classroom collection.

After the visitors have departed, children will become involved in dramatic play with the items in the classroom.

#### MAKING IMPLEMENTS

Display pictures of farm implements in the block area on a day following a visit to the implement store. Allow children to build any equipment they wish, and to simulate crop farming, repairing equipment, etc.

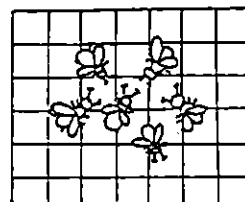
Provide magazine pictures of appropriate items, or children may draw their own pictures. Mount on stiff cardboard. Attach to the bottom of a unit block so the implement will stand alone.

#### PANTOMIME FARM ANIMALS

Collect pictures of farm animals. Mount them on oaktag. Place in a box. Each child will select a picture and will pantomime some aspect of the animal represented by the picture. Other children will guess which animal is represented. The child who guesses correctly first will take the next turn.

#### BEEES AND HIVE

The divider from an egg case can be used as a bee hive and hung from the ceiling low enough for children to use. Help children make bees from yellow and black construction paper; use pipe cleaners for legs. Attach the bees in appropriate positions in the hive.



## FARM FUN

### II. Supportive Experiences

#### FARM MURAL

Provide long sheets of white butcher paper, pencils, crayons, markers, paints, magazine pictures, etc.

After visiting the animal or grain farm, children will construct a mural to be hung around the room and tells the story of the visit. Children may add to the mural each day and after each experience.

#### PLOTTING A GARDEN

After studying seeds and visiting a farm garden, children can use large sheets of white construction paper for plotting a garden. Discuss with the children how this could be done. Help children remember items of the garden and fields seen on the farm. What was growing in the garden? Discuss plants and their location in the garden.

#### DICTATED STORY

Work with small groups of children. Discuss and review with the children their experiences on the visit to the farm. Use a tape recorder to record the discussion. Allow children to tell about their favorite part of the visit and what they remember about the visit. Later, transcribe the tapes into booklet form which can be read with the children. Provide the tapes and tape recorder for the children to listen to their discussion of the farm. The booklets can be duplicated; a copy may be sent home with each child.

#### AUDITORY DIFFERENCES

Fill two sets of plastic pill bottles with items such as Soybeans, Sunflower seeds, Corn, Wheat kernels, Rice, Sand, Loam, Stones, etc. Mark the bottom of both containers of the same item with the same color of permanent marker. Children will shake the containers, noting the difference in sounds. When they find two containers which sound the same, they can check their correctness with the color on the bottom of the container. Blindfold children to see if they still can hear the differences.



## FARM FUN

### II. Supportive Experiences

#### MATCHING BABY ANIMALS TO MOTHERS

A discussion of baby animals will raise the question, "Who takes care of baby animals?" Responses may vary, but lead children to realize that usually the "Mother animal" takes care of the baby animal.

Collect pictures of mother and baby animals from magazines or other sources. Help children match the pictures. Concentrate on accurate terminology:

- cow - calf
- sow - piglet
- ewe - lamb
- mare - colt
- duck - duckling
- goose - gosling
- swan - cygnet

#### TAMBOURINE

Make a tambourine by using two paper plates with Corn or Bean seeds. Put 15 seeds in one paper plate. Place glue around the edges of a second paper plate and place it face down over the first. Reinforce with staples around the edge. This tambourine makes a fine instrument to accompany songs or records.

#### ORANGE TREE

Help the children inspect an orange. Discuss what kind of a farm would grow oranges (a fruit farm or orchard). Questions might include "Where might you find an orange?" "What color are oranges?" "What shape are oranges?"

Help the children peel and taste the orange. Talk about the seeds in the orange as well as the smell and taste of the orange.

On a large piece of paper, draw a trunk and branches of an orange tree. Have the children cut oranges from construction paper to paste on the tree.



#### RABBIT FINDS A NEW HOLE

Using masking tape, make circles on the floor. Make one less circle than the number of children in the group. One child is "It," and calls out, "Rabbit find a new hole." Each child must run quickly to a new hole (circle). The child who is left without a hole gets to be "It." Variations may be: "Rabbits, skip to a new hole" or "Rabbits, jump to a new hole."

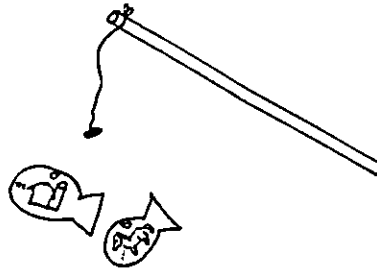
## FARM FUN

### II. Supportive Experiences

#### FISH FOR PICTURES

Tie a magnet on a piece of string. Attach the string to a pole or wood dowel.

Paste farm pictures on construction paper which has been cut in the shape of a fish. Put 3 staples for a mouth on the fish.

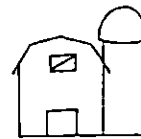


Children may "fish" for a picture and, after catching a "fish," they will tell something about the farm picture.

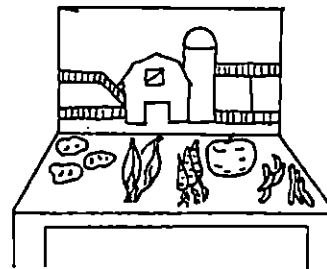
#### MAC DONALD'S FARM

Make a three-dimensional bulletin board which will progress with the unit. Put a barn in the middle.

Section off several corral-type areas with strips of paper or wood sticks as fence posts. As the unit progresses, add farm animals by filling in the corrals with cows, sheep, pigs, and other farm animals. Children can draw their own animals or trace patterns of animals. The animals can be painted, crayoned, or decorated with cotton balls, yarn, egg shells or other appropriate materials.



Place a table or shelf directly beneath the bulletin board. Cut a three-inch strip of green paper long enough to fit around three sides of the table or shelf. Help the children fringe the entire strip and tape it to the table to represent grass. When talking about crops and vegetables during the unit, the children can make three-dimensional Corn, Potatoes, Squash, Carrots and other vegetables from paper. By cutting two patterns of each item, it can be padded and glued or stapled together for a three-dimensional effect. Or vegetables can be made from playdough and painted. Place the vegetables in rows; label each row.



#### SHAPES

Discuss with the children the different shapes found on a tractor. View models and pictures of tractors. Identify circles, rectangles, triangles on a tractor. Each child may then construct his own tractor by using various shapes.

## FARM FUN

### II. Supportive Experiences

#### CONVERSATION TIME

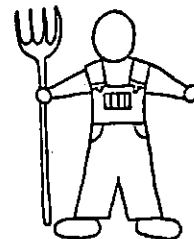
A good motivation for reviewing farm experiences may begin with questions such as, "Who has lived on a farm?" "Who has visited a farm?"

The ensuing discussion will include some of the following concepts:

- A farm is a piece of land, usually located outside a city or town.
- There are many kinds of farms: animal farms, grain farms, dairy farms, poultry farms, fruit farms, etc.
- A very, very big farm is sometimes called a ranch.
- Horses and cattle are sometimes raised on ranches.
- The people who work on ranches are called ranch-hands or cowboys.
- Some animals raised on farms are cows, horses, donkeys, sheep, goats, pigs, chickens, ducks, turkeys, geese, etc.
- Most farm animals are kept in pastures with fences around so they cannot stray into another farmer's pasture or on the road.
- The pastures contain grass for the animals to eat.
- Farms provide special houses for the animals to stay in during rain and snow, extremely hot and cold weather. We call these special houses barns, sheds, stables, coops or pens.
- A herd is a group of one-kind of animal living together.
- Farm animals help the farmer:
  - horses provide transportation;
  - chickens, ducks and geese lay eggs;
  - cows and goats provide milk;
  - cats catch mice;
  - dogs guard the other animals;
  - sheep supply wool;
  - bees make honey;
  - etc.

#### OVERALLS

Farmers can be made using wallpaper for overalls. The children can add circles for faces. Also, add hands and shoes. Some of the children may want to add other features, such as a hat or cap, spade, pitchfork, etc.



#### EGG SHELL CHICKS

Cut one cup from an egg carton for each chick to be made. Use white or light yellow pom poms or cotton balls (color by shaking in a bag with dry tempera paint). Glue the pom pom or cotton ball into the egg cup. Add eyes and a beak from construction paper.



## FARM FUN

### II. Supportive Experiences

#### CORN COB DOLLS

Provide each child with an ear of corn. Help them remove the husk. Keep the husk and corn silk to use for hair. Add eyes, ears, nose, mouth, etc., which has been cut from construction paper or fabric scraps. Rubber cement works well. Children may also wish to add cloth clothing to their "dolls".



#### CORN CREATIONS

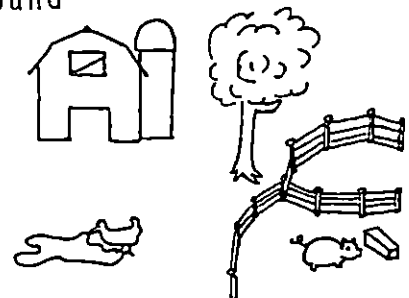
Spread glue in desired design on heavy construction paper or cardboard. Place dried corn on the glued areas. Field corn or other interesting kernels may be used.

#### BOX TRACTORS

Each child will need a shoe box, 2 small plastic lids, and 2 medium-size plastic lids, such as coffee can lids, peanut butter jar lids, shortening can lids. Punch a hole in the center of each of the lids. Children will paint the box and lids. Use paper fasteners to attach the wheels to the box, putting the small circles in front and the large ones in back. Children may add additional features from construction paper, oaktag, etc.

#### SUNSHINE FARM BULLETIN BOARD

Cover the background of a bulletin board with a farm setting. The teacher can prepare a minimum of the background and the children can make the remainder. There should be a barn, fence, trees, animals, house, tractor, implements, and other items the children wish to include. The display can be used as an on-going project to record the various parts of farm life.



#### SHAPE ANIMALS

Supply the children with a generous selection of small pieces of construction paper in many colors and shapes. Use squares, circles, triangles and rectangles. No cutting or coloring should be necessary. Let children create different animals. Help the children identify the different colors and shapes used.

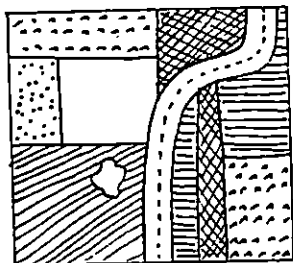


## FARM FUN

### II. Supportive Experiences

#### PLAY FARM

The teacher will provide the following: playhouse, barn, toy animals, machinery, fences, small people, building blocks, etc.



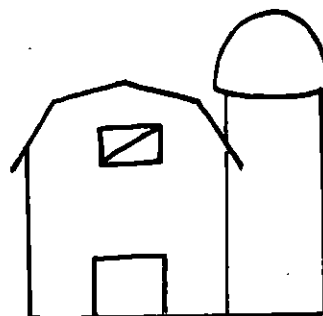
Children will be encouraged to create a make-believe farm. The pretend farm could be set up outside so that soil and grass may be incorporated.

If the farm is set up indoors, covering material should be used as a foundation. This covering material could be a large piece

of heavy fabric such as corduroy or denim. Or it could be a sheet of oaktag. Or a used bed sheet would be appropriate.

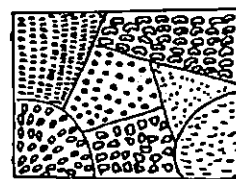
Farm areas may be identified, such as fence lines, roads, crops in the fields, barnyard areas, a pond, etc. Embroidery or applique may be used on the heavy fabric. Or permanent markers may be used to identify these areas.

Houses, barns, silos, chicken coops, and machine sheds may be made from small cardboard boxes. Cut doors and windows in appropriate places. Children may paint them relevant colors. Building blocks may also be used for farm buildings as well as for fences. Lincoln Logs or Legos can be used for buildings and fences, too. People and animals can be made from blocks, Legos, or from paper and cardboard. Pictures of animals and people may be cut from magazines and glued to cardboard so they will be firm. Attach the bottom of the character to the base of a wood block so it will stand alone. Animal patterns included in this Farm Fun unit may also be used.

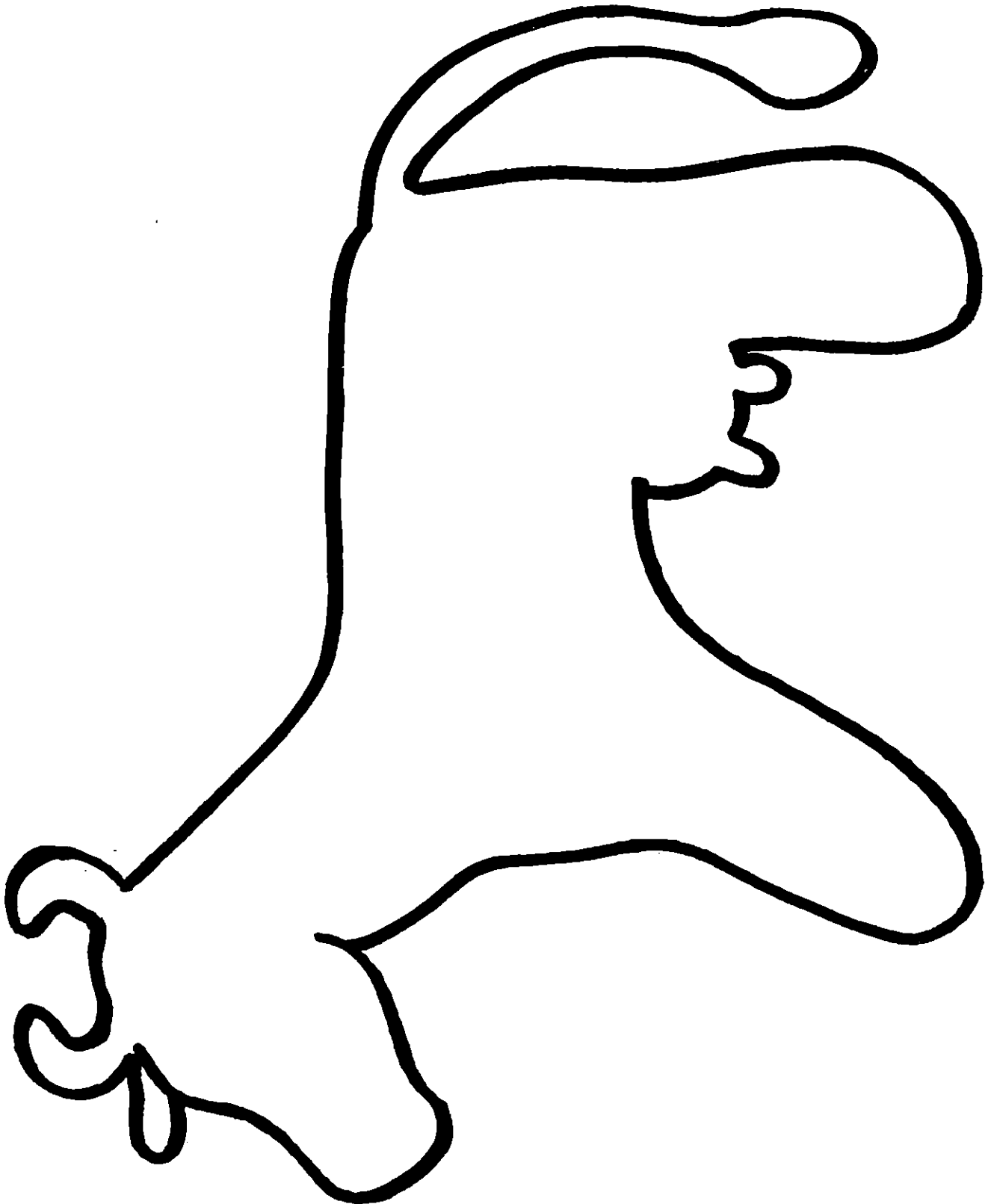


#### WALL PLAQUE

Prepare a wall plaque of seeds used on farms. Heavy cardboard can be used for the foundation, but a piece of 5" x 7" wood will be more durable. If using wood, have the children use sandpaper to sand the wood smooth. Stain the boards; allow them to dry. Children will mark the board into sections similar to fields of grain. Glue different seeds to each section. Beans, Corn, Sunflower, Oats, Wheat, Soybeans, Rice or other seeds may be used. Hooks can be attached to the back so the plaque can be hung.



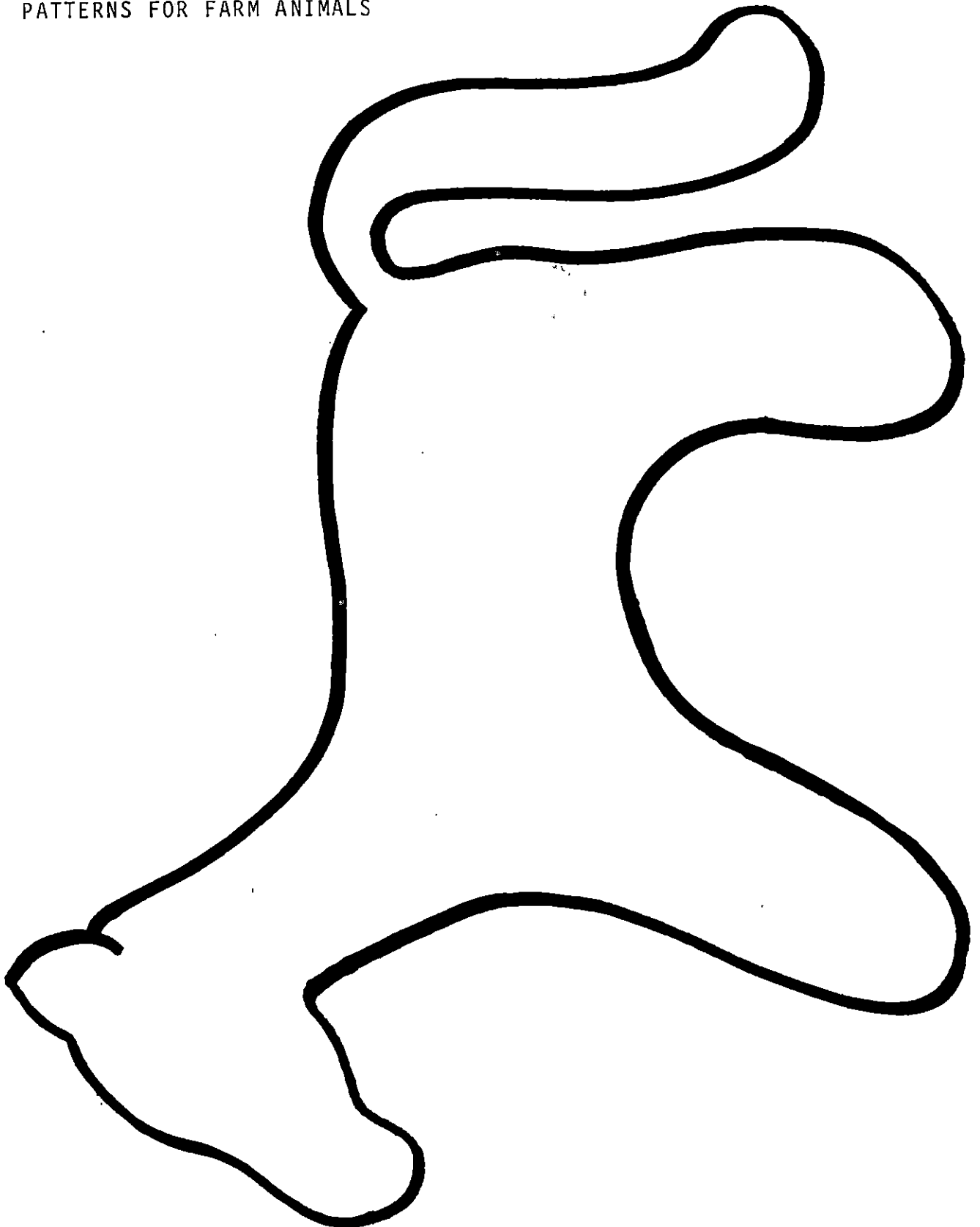
PATTERNS FOR FARM ANIMALS



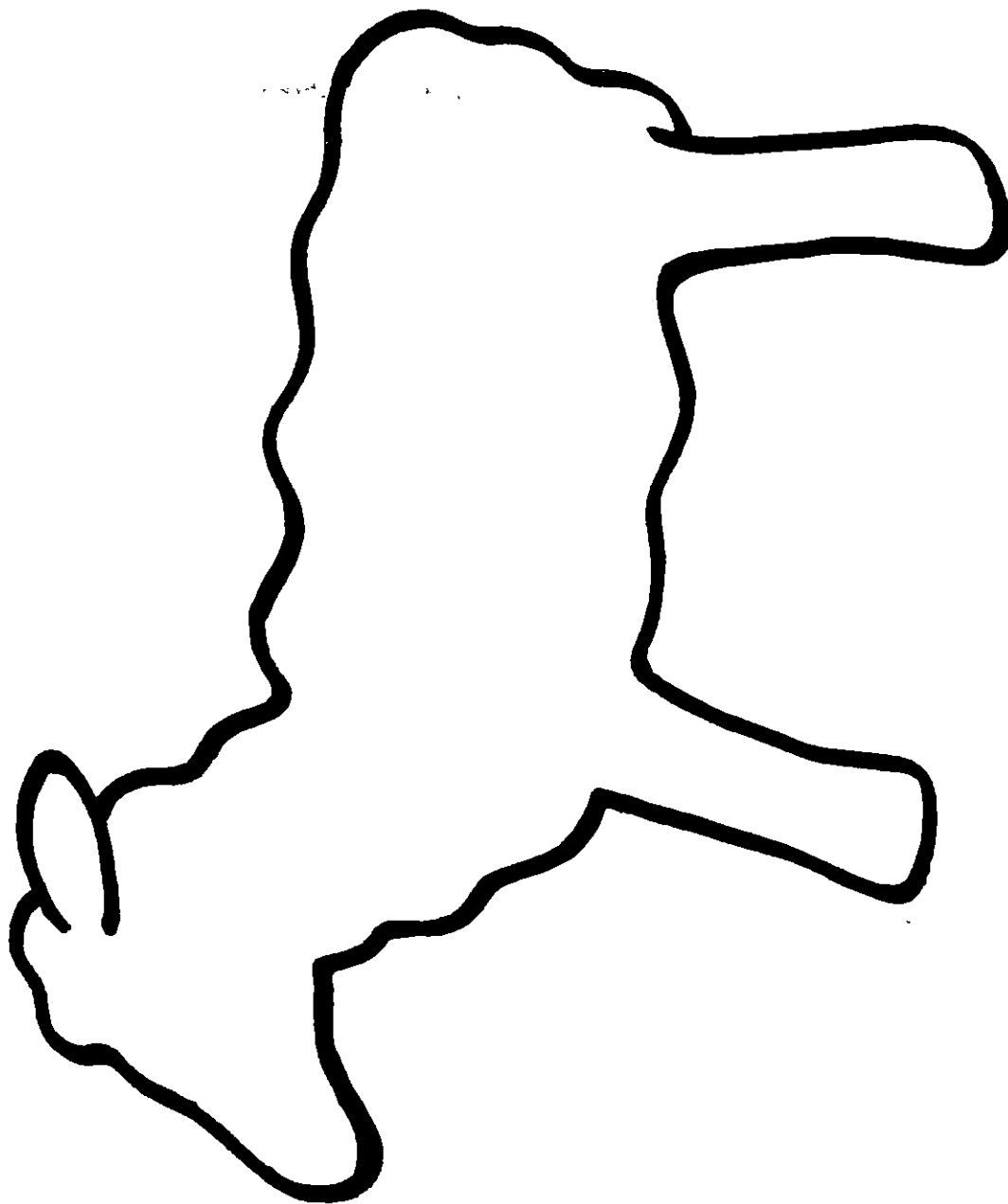
FARM FUN

II. Supportive Experiences

PATTERNS FOR FARM ANIMALS



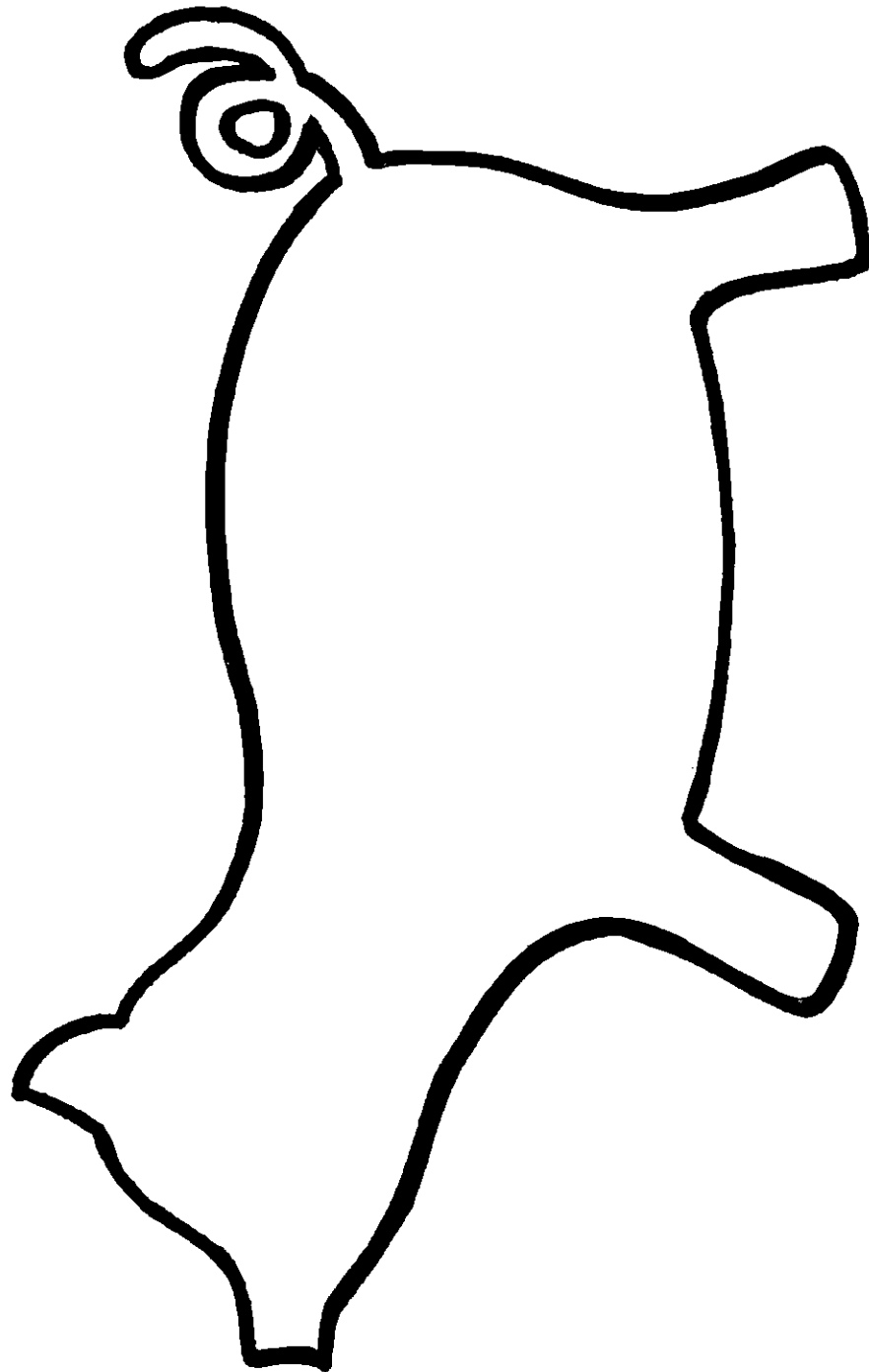
PATTERNS FOR FARM ANIMALS



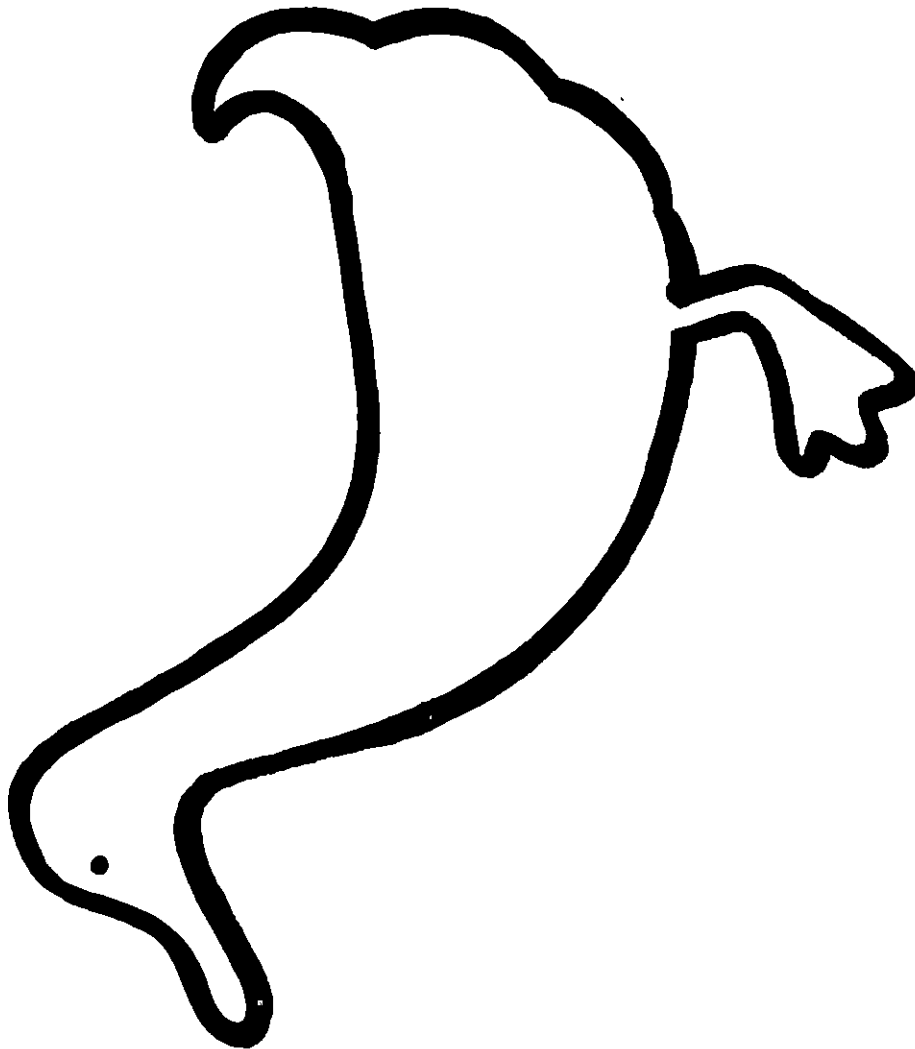
FARM FUN

II. Supportive Experiences

PATTERNS FOR FARM ANIMALS



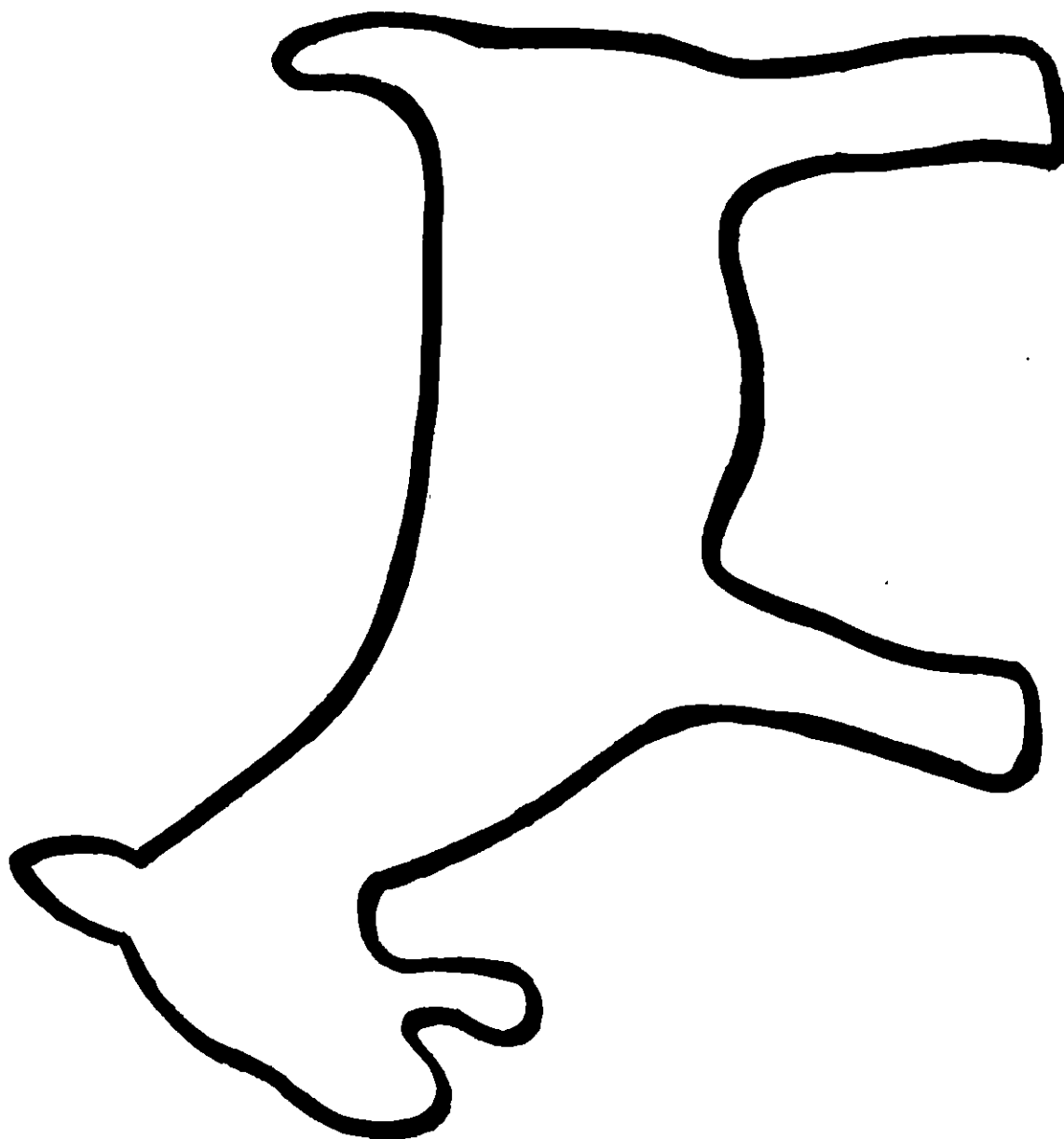
PATTERNS FOR FARM ANIMALS



FARM FUN

II. Supportive Experiences

PATTERNS FOR FARM ANIMALS



## FARM FUN

### II. Supportive Experiences

#### THIS LITTLE PIG

This little pig went to market,  
This little pig stayed home.  
This little pig had roast beef,  
This little pig had none.  
This little pig cried, "Wee, wee, wee"  
All the way home.

#### THIS IS THE WHITE SHEEP

This is the white sheep,  
And this is the way  
The farmer cuts off the wool one day.  
The wool was spun into thread so fine,  
And made into cloth for this coat of mine.

(Left hand is the sheep and right hand the shears. Index and middle fingers make the blades which open and close. Thumb and other fingers doubled up make the handle.)

#### LITTLE FLUFFY CHICKS

Five eggs and five eggs, (hold up two hands)  
That makes ten.

Sitting on top is the Mother Hen. (hold one hand over the other)  
Cackle, cackle, cackle. (clap three times)

What do I see?  
Ten fluffy chickens, (hold up ten fingers)  
As yellow as can be.

#### TEN LITTLE PIGEONS

Ten little pigeons sat in a line (hands stretched up over head)  
Up on the barn in the warm sunshine.  
Ten little pigeons flew down to the ground (flutter fingers down)  
And ate the crumbs that were lying around.

#### IF I WERE A HORSE

If I were a horse, I'd gallop all around. (slap thigh, gallop in circle)  
I'd shake my head and say, "Neigh, Neigh." (shake head)  
I'd prance and gallop all over town.



## FARM FUN

### II. Supportive Experiences

#### MY PIGEON HOUSE

My pigeon house is open wide (open fist)  
To set my pigeons free. (fingers free)  
They fly over fields on every side (flying)  
And then fly back to me. (fingers return)  
And when they return from their merry flight  
I close the door, and softly say, "Good night." (close fist)

#### SEEDS

I work in my garden, plant seeds in a row;  
The rain and sunshine (flutter fingers, make circle with arms)  
Will help them to grow.  
Sometimes when the weather is too dry and hot,  
I sprinkle the earth with my watering pot. (make fist of four fingers,  
thumb pointing down)  
The roots pushing downward, (place one hand on the other wrist, fingers  
on other hand spread apart and pointing  
down)  
The stems pushing up.  
My blossoms have opened. (hands out, palms up with fingers curling  
up in cup-like manner)

#### LITTLE BROWN SEED

I'm a little brown seed in the ground,  
Rolled up in a tiny ball. (sitting on heels, on the floor, drop head  
over knees)  
I'll wait for the rain and sunshine (in the same position, place arms  
over head and wiggle fingers  
downward for rain; then place  
both hands in large circle over  
head for sun)  
To make me big and tall. (stand straight stretching arms over head)

#### GREEN LEAF

Here's a green leaf. (show hand)  
And here's a green leaf. (show other hand)  
That you see, makes two.  
Here is a bud (cup hands together)  
That makes a flower.  
Watch it bloom for you! (open cupped hands gradually)

## FARM FUN

### II. Supportive Experiences

#### MISTER CARROT

Nice Mister Carrot

Makes curly hair. (hand on head).

His head grows underneath the ground.(bob head)

His feet up in the air. (raise feet)

And early in the morning

I find him in his bed (close eyes, lay head on hands)

And give his feet a great big pull (stretch legs out)

And out comes his head!

#### THIS LITTLE COW

This little cow eats grass; (hold up one hand, fingers erect, hand  
down one finger)

This little cow eats hay; (bend down another finger)

This little cow drinks water; (bend down another finger)

This little cow runs away; (bend down another finger)

This little cow does nothing (bend down last finger)

But lay and sleep all day.

#### LITTLE PIGS

Two mother pigs lived in a pen. (thumbs)

Each had four babies and that made ten.(fingers of both hands)

These four babies were black and white.(fingers of one hand)

These four babies were black as night. (fingers of the other hand)

All eight babies loved to play. (wiggle fingers)

And they rolled and they rolled

In the mud all day. (roll hands)

#### LITTLE PLANT

In the heart of the seed, buried deep, so deep;

A dear little plant lay fast asleep.

"Wake," said the sunshine, "and creep to the light."

"Wake," said a voice of the raindrops bright.

The little plant heard, and it rose to see.

What the wonderful outside world might be!

#### FIVE LITTLE PEAS

Five little peas in a pea pod pressed.(make fist)

One grew, two grew, and so did the rest. (raise respective fingers)

They grew and grew and did not stop. (stretch fingers wide)

Until one day the pod went POP!! (clap hands)

## FARM FUN

### II. Supportive Experiences

#### DIG A LITTLE HOLE

Dig a little hole. (dig)  
Plant a little seed. (drop seed)  
Pour a little water. (pour)  
Pull a little weed. (pull up and throw away)

Chase a little bug. (chasing motion with hands)  
Heigh-ho, there he goes! (shade eyes)  
Give a little sunshine. (cup hand, lift to the sun)  
Grow a little rose. (smell flower, eyes closed, smiling)

#### PLANT A SEED

I dig a hole and plant a seed. (pretend to plant a seed)  
Cover it with dirt, and pull a weed. (pretend to pull weed)  
Down comes the rain, and out comes the sun. (flutter fingers, form  
circle)  
Up grows my plant. Oh! What fun! (pretend to grow)

#### SWINGING BIRD

Two tall telephone poles. (clinch fists and raise forefinger on  
each hand)  
Between them a wire is strung. (extend thumbs on both hands and place  
tips together)  
Two little birds hopped on the wire (bend the second finger of each  
hand and place the tip on thumbs)  
And swung and swung and swung. (with fingers in position, swing hands  
back and forth)

#### WHEN COWS GET UP IN THE MORNING

When cows get up in the morning, they always say, "Good day."  
When cows get up in the morning, they always say, "Good day."  
They say, "Moo, moo, moo, moo."  
That is what they say.  
They say, "Moo, moo, moo, moo."  
That is what they say.

Substitute names and sounds of other farm animals. (ducks, horses, sheep, pigs).

#### TALL SILOS

The silos on the farm are very tall and round.  
They build them tall to store the grain  
And keep it off the ground.

## FARM FUN

### II. Supportive Experiences

#### SIX LITTLE DUCKS

Six little ducks that I once knew.  
Fat ones, skinny ones, fair ones too,  
But the one little duck with a feather on his back,  
He led the others with his quack, quack, quack.  
Quack, quack, quack,  
Quack, quack, quack.  
He led the others with his quack, quack, quack.

#### HORSEY, HORSEY

Horsey, horsey, on your way.  
We've been together for many a day.  
So let your tail go SWISH!  
As the wheels go 'round.  
Giddy-up! We're homeward bound!

#### KITTY - *tune: "Trapezoid"*

I'm a little kitty. (squat down)  
Watch me run! (run)  
I like to jump (jump)  
And have good fun. (run and jump)

I can climb a tree. (pretend to climb)  
And I can leap. (jump)  
But when I am tired (lie down on floor)  
I go to sleep. (close eyes)

#### PIGS

Piggie Wig (thumb) and Piggie Wee (other thumb)  
Hungry pigs as pigs could be  
For their dinner had to wait  
Down behind the garden gate. (gate made of fingers)  
Piggie Wig and Piggie Wee (wiggle thumbs as named)  
Climbed the barnyard gate to see. (thumbs through fingers)

Peeking through the gate so high but no dinner could they spy.  
Piggie Wig and Piggie Wee got down, sad as pigs could be.  
But the gate soon opened wide and they scampered forth outside.  
(hands swing apart, thumbs run)

Piggie Wig and Piggie Wee,  
Greedy pigs as pigs could be  
For their dinner ran pell mell  
And in the trough both piggies fell. (make trough with hands,  
thumbs fall in)

## FARM FUN

### II. Supportive Experiences

#### FARMER AND HIS SEEDS (Tune: Farmer in the Dell)

The farmer plants the seeds. (children stoop and pretend to plant seeds)  
The farmer plants the seeds.  
Hi, Ho, the dairy-o,  
The farmer plants the seeds.

The sun comes out to shine. (make large circle with arms)

The rain begins to fall. (hands flutter up and down)

The seeds begin to grow. (children begin to rise)

The farmer cuts them down. (move arms to imitate a mower)

He binds them into sheaves. (children group together)

And now we'll have some bread. (pretend to eat)

#### FARMER IN THE DELL

The farmer in the dell, the farmer in the dell.  
Hi, Ho, the dairy-o, the farmer in the dell.

The farmer takes a husband.

The husband takes a child.

The child takes a nurse.

The nurse takes a dog.

The dog takes a cat.

The cat takes a rat.

The rat takes a mouse.

The mouse takes the cheese.

The cheese stands alone.

## FARM FUN

### II. Supportive Experiences

#### LITTLE BOY BLUE

Little Boy Blue, come blow your horn.  
The sheep are in the meadow, the cows are in the corn.  
Where is the boy who looks after the sheep?  
He's under the haystack, fast asleep!

#### THE GARDENER

The gardener hoes and hoes all day. (pretend to hoe)  
He pulls out the weeds and throws them away. (pull out weeds and  
pretend to throw them away)  
Because if he doesn't, weeds grow and grow, (raise arms upward)  
And leave no room for the beans, you know!

#### THE FARMER PLOWS THE GROUND (Tune: Here We Go 'Round the Mulberry Bush)

First the farmer plows the ground, (guide plow down the rows)  
Plows the ground, plows the ground.  
First the farmer plows the ground,  
Then he plants the seeds. (plant seeds)

This is the way he plants the seeds, (crouched position)

.....  
So that they will grow.

Then rain and sun will help them grow, (begin to rise)

.....  
Right up through the ground.

Now the farmer picks the beans (leader picks children)

.....  
And now we have food to eat. (other foods may be substituted)

## FARM FUN

### II. Supportive Experiences

#### ANIMAL HOMES

The cow has a barn, a chick has his pen,  
The horse his stable, a fox his den.  
The bear likes his cave, a guppy his bowl.  
The rabbit his hutch, the mouse his hole.  
The bee his hive, a bird has a nest,  
The spider has a web, but my home is best!

#### IF A COW COULD

If a cow could bark like a dog,  
If a cow could hop like a frog,  
If a cow could squirm, or if she could crawl,  
Then she just would not be a cow at all!  
(Substitute other farm animals such as horse, pig, etc.)

#### QUACK, QUACK

Now I'm up. (stand up)  
Now I'm down. (squat down)  
See me waddle all around. (waddle around)  
Put my hands behind my back. (hands on waist behind back),  
Like a duck, I'll say, "Quack, quack." (quack like a duck)

#### ON THE FARM

Here is hungry Piggie Snout. (hold up thumb)  
He'd better stop eating,  
Or his tail will pop out!

Here is busy Mother Hen. (hold up pointer finger),  
She likes to scratch for  
Little chickens ten.

Here is patient, friendly Cow. (hold up middle finger)  
She's eating hay from a  
Big hay mow.

Here is Baa-Baa, (hold up ring finger)  
A woolly sheep.  
Her wool keeps me warm while I'm asleep.

Here is Fuzzy, Fuzzy Cat. (hold up little finger; wiggle like a  
She likes to chase running cat)  
A mouse or rat.

## FARM FUN

### II. Supportive Experiences

Here is the story of the LITTLE RED HEN:

Once upon a time a little red hen lived in a cozy little house in the country with a cat, a dog, and a mouse.

The cat liked to sleep all day on the couch.

The dog liked to nap all day on the back porch.

The mouse liked to snooze all day in a chair by the fireplace.

The little red hen was busy all day long doing all of the housework. While the others slept, she cooked, washed dishes, swept the floors, washed the windows, washed and ironed the clothes. She did all the yard work, raked the leaves, mowed the grass and tended her garden.

While hoeing the garden one day, she found some grains of wheat.

"Who will plant this wheat?" she asked.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen, and she did.

She took good care of the wheat and soon it needed weeding.

"Who will weed the wheat?" asked the little red hen.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen, and she did. The little red hen tended the wheat daily. She weeded and watered the wheat.

"Who will cut this wheat?" asked the little red hen.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen, and she did.

After the wheat was cut, she asked, "Who will take this wheat to the mill and have it ground into flour?"

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen, and she took the wheat to the mill and had it ground into flour. She returned to the little house with a small bag of flour.

"Who will make a loaf of bread from this fine flour?" asked the little red hen.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen. She gathered sticks and made a fire in the stove. She then mixed her flour with milk, yeast, sugar, salt, and butter in a big bowl. She kneaded the dough and left it in the bowl to rise. Then she made it into a loaf of bread and put it into her hot oven. Soon the house began to smell delicious.



## FARM FUN

### II. Supportive Experiences

Soon, the cat woke from his nap on the couch and went into the kitchen.

The dog left his warm place in the sun on the back porch and came into the kitchen.

The mouse left his chair by the fireside and hurried into the kitchen.

The little red hen was taking her bread from out of the oven.

"Who will eat this bread?" asked the little red hen.

"I will!" cried the cat.

"I will!" cried the dog.

"I will!" cried the mouse.

The little red hen said, "I planted the wheat, I tended the wheat, I cut the wheat, I took it to the mill and had it ground into flour, all by myself. I gathered the sticks, I built the fire, and I mixed the bread all by myself. Now I am going to eat it--all by myself." And she did--every last crumb.

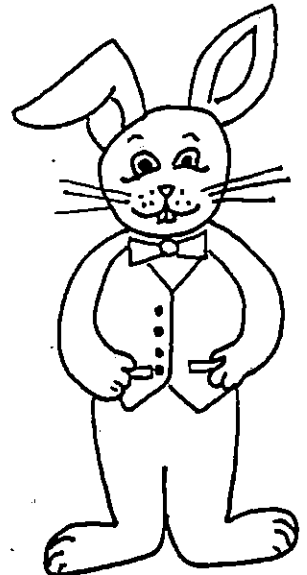
After that, whenever there was work to do, the little red hen had three helpers eager to help get it done right away.

### PETER RABBIT,

After reading the story of PETER RABBIT, children may dramatize it with props and perhaps with costumes. Actual Camomile Tea may be made and served.

The tea leaves for Camomile Tea may be purchased at natural food stores. Place 2 tablespoons of Camomile tea leaves in a tea ball. Heat 4 cups of water to a safe temperature (luke warm) for children. Put the water in individual cups and place the tea ball in each cup long enough to flavor the water. The tea does not need to be boiled and steeped.

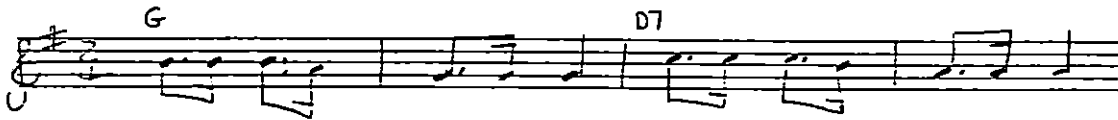
A variation would be Camomile Sun Tea. Place 2 tablespoons of Camomile tea leaves in 4 cups of luke warm water. Place in direct sun until flavored (approximately one hour).



# FARM FUN

## II. Supportive Experiences

### OATS, PEAS, BEANS AND BARLEY GROW



Oats, peas, beans, and barley grow.  
Oats, peas, beans, and barley grow.  
Do you and I, or anyone, know how  
Oats, peas, beans and barley grow?

First, the farmer sows the seed,  
Then he stands and takes his ease.  
He stamps his foot and claps his hands  
And turns around to view his lands.

Waiting for a partner,  
Waiting for a partner,  
Open the ring and choose one in,  
While we all merrily dance and sing.

Now you're married, you must obey.  
You must be kind in all you say.  
You must be kind, you must be good.  
And keep your husband in kindling wood.

During the third verse, the children in the circle join hands and move clockwise. The farmer stands quietly outside the circle. On the words, "Open the ring," the farmer moves to the inside of the circle and chooses a partner.

During the last verse, the children in the circle drop hands and skip clockwise, while the farmer and partner skip counterclockwise inside the circle.

A variation would have two, three or four farmers at one time, each selecting a partner.

#### DIRECTIONS:

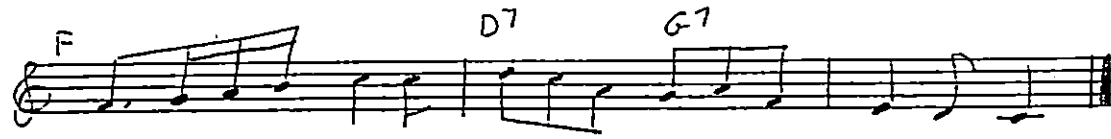
Arrange the children in one big circle. Select one person to be the farmer. While the children walk clockwise, the farmer walks counterclockwise around the outside of the circle during the first verse.

During the second verse, children in the circle stand in place doing the actions as suggested: sows the seed, stands at ease, stamps his foot, claps his hand, turns around to view his lands. The farmer also stops, and makes the same motions outside the circle.

FARM FUN

II. Supportive Experiences

BARNYARD FAMILY



I have a little rooster by the barnyard gate.  
And that little rooster is my playmate.  
And that little rooster goes cock-a-doodle-doo.  
Doo-doo, doo-doo, doo-doo-dle-doo!

I have a little duck by the barnyard gate.  
And that little duck is my playmate.  
And that little duck goes quack-a-quack-a-quack.  
Quack-quack, quack-quack, quack-quack-a-quack.

I have a little hen by the garden gate.  
And that little hen is my playmate.  
And that little hen goes cluck-a-cluck-a-cluck.  
Cluck-cluck, cluck-cluck, cluck-cluck-a-cluck.

Other animals may be added.

FARM FUN

II. Supportive Experiences

BAA, BAA, BLACK SHEEP



Baa, Baa, black sheep, have you any wool?  
Yes, sir. Yes, sir. Three bags full.  
One for my master, one for my dame.  
And one for the little boy who lives down the lane.

DIRECTIONS FOR BAA, BAA, BLACK SHEEP

Children are seated in a group. For the first line, they pretend to be sheep with horns. For the second line, they nod they head affirmatively twice, and then hold up three fingers. For the third line, the hold up one first one finger and then a second finger. And for the last line, they add a third finger.

# FARM FUN

## II. Supportive Experiences

### MARY HAD A LITTLE LAMB



Mary had a little lamb, little lamb, little lamb.  
Mary had a little lamb, its fleece was white as snow.

Everywhere that Mary went, Mary went, Mary went.  
Everywhere that Mary went, the lamb was sure to go.

It followed her to school one day, school one day, school one day.  
It followed her to school one day, which was against the rule.

It made the children laugh and play, laugh and play, laugh and play.  
It made the children laugh and play, to see a lamb at school.

What makes the lamb love Mary so, Mary so, Mary so.  
What makes the lamb love Mary so, the eager children cried.

Why, Mary loves the lamb you know, lamb you know, lamb you know.  
Why, Mary loves the lamb you know, the teacher did reply.

**DIRECTIONS:** Arrange each child with a partner; one will role play Mary and the other will role play the lamb.

For the first verse, the child playing the role of the lamb crouches down and the child playing the role of Mary pets the lamb and pretends to like it very much.

For the second verse, the lamb crawls behind Mary, following her wherever she goes.

For the third verse, the lamb follows Mary to the teacher, who shakes her finger and her head disapprovingly.

For the fourth verse, the children dance around and laugh.

For the fifth verse, children pet the lamb.

For the last verse, children stand still and listen to the teacher reply.

## FARM FUN

### III. Challenging Experiences

#### WORD CONCENTRATION

Print the following words on index cards. Children find the two which are the same. A more difficult level would require the child to say the word.

dog	dog	tractor	tractor	cat	cat
horse	horse	field	field	calf	calf
farmer	farmer	rooster	rooster	hen	hen
cow	cow	sheep	sheep	barn	barn

#### FIND THE MISSING LETTER

Print the following words on index cards, but omit a letter. Print the following letters on small cards to fit the missing space.

o g a i t n s c r o

c w wa on go c ch cken ca he hor e tra tor  
fa mer ro ster

#### ANIMAL BABIES

Mount pictures on cards and print the word for the adult or baby animal. Child will match the picture with the word.

cow	calf
hen	chick
horse	colt
cat	kitten
dog	puppy
sheep	lamb

#### TELL-A-FARM STORY

Select words to complete the following sentences. Illustrate your favorite part of the story.

farmer, cows, pigs, eggs, chicken, milk, eggs,  
children, tractor, shopping.

1. The \_\_\_\_\_ wakes up early.
2. He milks the \_\_\_\_\_ and feeds corn to the \_\_\_\_\_.
3. The children gather \_\_\_\_\_ from the \_\_\_\_\_ nests.
4. Now it's breakfast time. We will have \_\_\_\_\_ and cereal with bacon and \_\_\_\_\_.
5. After breakfast, the \_\_\_\_\_ go to school, and the farmer gets on his \_\_\_\_\_.
6. On Saturday, the whole family goes \_\_\_\_\_.

## FARM FUN

### III. Challenging Experiences

#### HIDDEN WORDS

Find the following hidden words and circle them. Remember, they may be horizontal, vertical or diagonal in the puzzle.

b	p	l	o	w	barn
a	k	v	x	q	chores
r	i	c	o	w	tractor
n	t	e	t	y	pigs
c	t	g	r	u	plow
h	e	h	a	y	dog
o	n	j	c	p	kitten
r	o	e	t	i	hay
e	y	d	o	g	plow
s	b	k	r	s	

#### CREATE-A-STORY

Provide the child a jacket cover to a book about farming. The child will tell a story about the pictures on the cover. The story may be taped on a recorder and/or dictated to the teacher to be written. Or the child might write the words himself. The child may illustrate his story.

#### FARM CONCENTRATION

Find pictures of items found on a farm. Mount on heavy paper and laminate. Lay the pictures face down on the table. One child chooses two cards. If they match, he keeps the cards and gets another turn. If they do not match, he puts the cards back down on the table. Play continues to the next child. The child with the most matches at the end of the game is the winner.

## FARM FUN

### III. Challenging Experiences

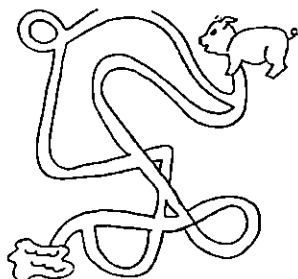
#### MY FARM BOOK

After a field trip, children may make their own farm book. They may make pictures of items they experienced at the farm. Some children may want to add words, which the teacher may write for the child or the child may copy.

#### MAZE GAMES

Simple games may be made for children using the following motivations:

- Help the chicken find the egg.
- Help the cow find the corn.
- Help the cats find the barn.
- Help the pigs find the mud.
- Help the sheep find green grass.
- Help the bees find the hive.



#### BEGINNING MATCH SOUND

Pictures of animals may be mounted on index cards. Letters of the alphabet may be written on separate index cards. The child will match the animals with the proper letter representing the beginning sound.

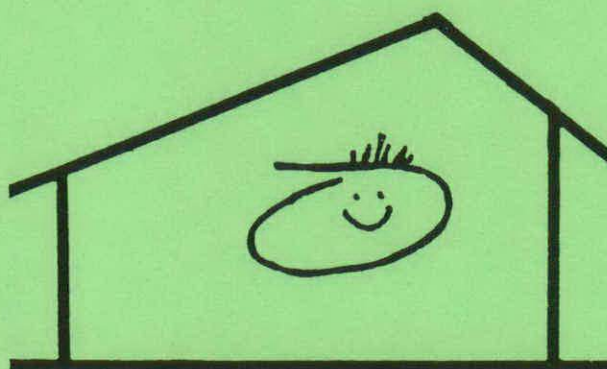


# GARDENING

## UNIT II

### CREATIVE LEARNING:

### A CURRICULUM FOR PREPRIMARY CHILDREN



*THE CHILDREN'S HOUSE*

<u>Learning Experience</u>	<u>Page</u>
Bean Sprout Garden.....	6
Block Garden.....	15
Blow-Painting a Garden.....	13
Bread Recipe.....	24
Button Flowers.....	12
Camomile Tea.....	31
Carrot Garden.....	6
Categorize Tools and Vegetables.....	33
Celery Garden.....	5
Centimeter Plant.....	8
Chart the Growth.....	8
Cupcake Flowers.....	12
Daisy Chain.....	14
Dandelion.....	19
Dandelion Bouquet.....	21
Dandelion Jewelry.....	16
Dandelion Painting.....	13
Dig a Little Hole.....	18
Dirt Farm.....	7
Easter Basket Which Grows Its Own Grass.....	10
Egg Carton Flower.....	15
Egg Shell Garden.....	6
Experiment With Plants.....	9
Farmer and His Seeds.....	22
Farmer Plows the Ground.....	21
Fingerpainting With Dirt.....	13
Five Little Peas.....	21
Florist Shop.....	11
Flower Box.....	5
Flower Garden Indoors.....	4
Flower Garden Outdoors.....	3
Flower Play.....	20
Flowers and Wind.....	13
From Seed to Food.....	15

## GARDENING

### Table of Contents

Garden Flower Hunt.....	35
Garden Word Puzzle.....	36
Gardener, The.....	19
Gardening Book.....	11
Gardening Business.....	8
Gardening Signs, Inc.....	11
Greenhouse for Flower Garden.....	4
Greenhouse for Vegetable Garden.....	2
Growing Things.....	20
Growing Words.....	37
Growth.....	21
I Dig, Dig, Dig.....	18
Individual Terrarium in Plastic Cup.....	4
Let's Be Tulips.....	21
Life Cycle of a Plant.....	15
Little Cradles.....	17
Little Flower.....	18
Little Plant.....	17
Little Red Hen.....	24
Little Seeds.....	23
Looped Daisies.....	13
Lost Vowels.....	34
Love Me--Love Me Not.....	17
Make a Garden.....	18
Milkweed Cradle.....	20
More Riddles.....	34
My Flower Bed.....	20
My Garden.....	17
Paper Bag Flower Garden.....	12
Paper Bag Vegetable Garden.....	12
Paper Towel Garden.....	6
Peapod and Peas.....	12
Peter Rabbit.....	31
Pipe Cleaner Flowers.....	13
Plant a Seed.....	23
Planting.....	19
Plant Parts.....	16
Pocket Garden.....	5
Potting Mix.....	1
Pretend Garden.....	15
Purple Violets.....	19

# GARDENING

## Table of Contents

Relaxing Flowers.....	20
Riddles.....	33
Rose.....	19
Seed Sizes.....	8
Seed Song.....	22
Seed Store.....	8
Seeds and Food.....	15
Seeds of Every Size.....	22
Sleeping Seeds.....	24
Smart Seeds.....	23
Sock Garden.....	7
Spin a Flower.....	16
Sponge Garden.....	6
Spring Seeds.....	23
Sprouting Bag.....	4
Stomata Garden.....	7
Talking Garden.....	11
Tasting Party.....	7
Tiny Seed.....	23
Traveling Bean.....	7
Tulips.....	18
Vegetable Bean Bag Toss.....	35
Vegetable Box.....	5
Vegetable Edibles.....	16
Vegetable Garden Indoors.....	2
Vegetable Garden Outdoors.....	1

## GARDENING

### I. Real Life Experiences

#### VEGETABLE GARDEN OUTDOORS

Children may make a real vegetable garden in a spot outdoors. Be sure the ground is appropriately prepared in advance.

Children may select specific vegetables to be planted on the basis of one or more of the following:

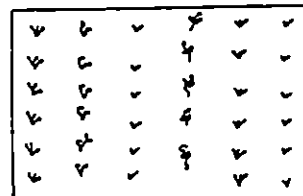
- a. visiting neighborhood gardens and stores.
- b. tasting raw and/or cooked vegetables.
- c. listening to stories about vegetables.
- d. perusing a seed catalog with pictures of vegetables.

When 5 or 10 different vegetables have been chosen, a group trip to the seed market may be made to purchase packets of seeds as well as starter plants. The seeds should include vegetables which germinate quickly, such as Radishes and Lettuce. Starter plants may include Cabbage, Green Pepper, Tomato, etc.

Prepare the garden soil by weeding, spading, adding cow or sheep manure, and raking carefully.

A diagram of the garden plot should be made on oaktag. Lines will be made to represent rows, allowing spaces between rows. Each row may be labeled with the vegetable to be planted.

#### Vegetable Garden



It is advisable to plant only 2 or 3 different kinds of vegetables at one experience, so children can notice the differences, note in which row each is planted, and help label the row with picture and word of the appropriate vegetable. Also, the mature vegetable should be available for children as its seed or starter plant is being planted. Children may observe its size, shape, color, texture and taste.

Throughout the summer, children may weed, hoe and water the vegetables. Toxic chemicals for fertilizer, weeds and insects must be avoided. Children will reap the mature product as it is ready and help prepare it for eating.

#### POTTING MIX

Rich soil for plants may be made by combining 4 cups shredded peat moss, 4 cups perlite or vermiculite, and 1 cup decomposed manure. It may be necessary to add non-toxic fertilizer as the plant grows.

## GARDENING

### I. Real Life Experiences

#### VEGETABLE GARDEN INDOORS

A smaller version of the Outdoor Garden may be constructed indoors. Be sure the soil is appropriately prepared in advance. Several small containers may be used so that the total space is adequate for several types of vegetables.

If the container is not waterproof, line it with plastic. Examples of usable containers include shallow boxes, plastic dishpans and metal cakepans. Water tables and plastic wading pools allow space for vegetables which produce more roots. Individual pots and milk cartons may be used so each child may have his own garden.

Follow the guidelines and procedures as provided for a Vegetable Garden Outdoors.

#### GREENHOUSE FOR VEGETABLE GARDEN

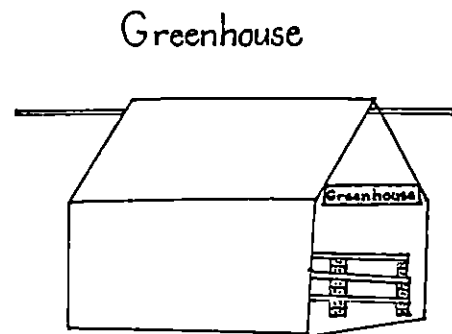
A greenhouse may be easily constructed. Place a strong wire between two sides of the room about 7 feet high and at least 6 feet from one wall. Locate this area by windows or expect to provide proper lighting.

Drape transparent plastic (such as painting drop cloth) over the wire, using one wall as the end. Opposite this wall end will be the opening doorway to the greenhouse.

Place shelves on the remaining two sides. Drape the transparent plastic over the shelves, forming the effect of a tent. Anchor the plastic under the shelves. The shelves will provide storage space for all the necessary tools and materials for the greenhouse.

Label the shelves with pictures and words, so children may return materials to the proper places.

A small table may be added in the center of the greenhouse; it creates a comfortable work surface for children.



## GARDENING

### I. Real Life Experiences

#### GREENHOUSE FOR VEGETABLE GARDEN (Continued)

One on one wall, post a chart showing step-by-step directions for planting, using words and rebus:

#### How we plant.

1. Place dirt in container almost to the top.



2. Put in seeds or starter plant.



3. Add more dirt.



4. Water until damp; do not over-water.



5. Put away materials; clean your space.



Greenhouse materials to be provided for children to use include:  
buckets of different planting material (loam, sawdust, etc).  
vermiculite, peat moss.  
can of water.  
box for packets of seeds (include Oats, Wheat, Bean sprouts, as well as common vegetables).  
container with starter plants (Cabbage, etc.)  
trowels, spoons, forks for working soil.  
pots (clay pots, peat pots, cottage cheese containers, styrofoam cups, paper cups, egg cartons, cut-off milk cartons, yogurt containers, other small containers which will not leak).  
paper towels, broom, dust pan and wastebasket for clean-up.

#### FLOWER GARDEN OUTDOORS

Children may make a real flower garden in a spot outdoors. Follow the guidelines and procedures as provided for a Vegetable Garden Outdoors.

Choose flower seeds which will come up fairly quickly, such as Marigolds, Zinnias.

Starter plants which are already in bloom may also be provided.

## GARDENING

### I. Real Life Experiences

#### FLOWER GARDEN INDOORS

A smaller version of the Flower Garden Outdoors may be constructed indoors. Follow the guidelines and procedures as provided for a Flower Garden Outdoors.

#### GREENHOUSE FOR FLOWER GARDEN

A Flower Greenhouse is also a worthwhile experience for children. Follow the guidelines and procedures as discussed in Greenhouse for Vegetable Garden.

Cuttings from mature plants are useful. Swedish Ivy, Coleus, Begonia and Philodendron make good plants. Cut a 6" leafy stem and place in transparent container filled with water. Observe growing roots with magnifying glass. Transplant into soil.

Bulbs may be successfully grown. For example, set a Narcissus bulb in a bowl of pebbles and water. Add enough water to keep the base of the bulb wet. Keep in a dark place. As roots are formed, move it to a sunny window. Blossoms should form in a few days.

Remember, some plants and bulbs are toxic to young children if eaten. Be sure to keep the experience a safe one for children.

#### INDIVIDUAL TERRARIUM IN PLASTIC CUP

Each child may make his own terrarium from clear plastic drinking cups. In one cup, place  $\frac{1}{4}$ " charcoal,  $\frac{1}{2}$ " sand, and  $\frac{1}{2}$ " loam in layers. Put small plants in the soil; decorate with colored aquarium rocks. Add a few drops of water. Put another cup, inverted, over the top. Tape together.

Terrarium

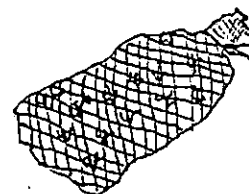


Be sure to put each child's name on his terrarium.

#### SPROUTING BAG

Soak a few dry Beans overnight in water. The next morning, place the softened Beans inside a plastic mesh bag (such as Onions or Potatoes are sold in). Place 5 water-soaked cotton balls in the bag; tie the bag shut. Place it in a dark spot. In a few days, children will observe the Bean roots make interesting patterns as they grow through the openings.

Sprouting Bag



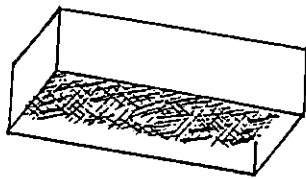


A dramatic example of the fact that plants use water is seen in the Celery Garden. Cut an inch off a fresh Celery stalk. Place the cut stalk in a transparent container of colored water. In about one hour, observe the color streaks in the stalk. Cut across the stem. Observe the colored dots, which mark the tubes which carry water to leaves. In a few hours, the Celery stalk will show the color of the water.

CELERY GARDEN

Follow the directions for constructing the Flower Box. Chives, Parsley, and other herbs may be included in addition to the more common Radishes and Lettuce.

VEGETABLE BOX



If this becomes a group project, children may take turns watering and caring for the plants.

Sand and charcoal should be placed in the bottom, with soil added at the top. Seeds, bulbs, and/or cuttings may be planted.

Children may build a flower box with wood, nails and hammer. Any size is acceptable. One large box may be made by the group, or each child may make his own. However, needed are 3 long pieces of wood (for the bottom and sides) and 2 short pieces of wood (for the ends). It is advisable to paint with waterproof, non-toxic paint and/or line with plastic or aluminum foil.

FLOWER BOX

Individual pocket gardens may be made. Use a small plastic sandwich bag. Inside it, place a wet paper towel with a few seeds adhering to it. It is important to use seeds which germinate quickly, such as Bean sprouts, Oats, Wheat, Grass, Beans. Be sure each child's name is on his. He may keep it with him (in his pocket) and check regularly for its growth. He may even sit on it and sleep with it!



POCKET GARDEN

I. Real Life Experiences

GARDENING

## GARDENING

### I. Real Life Experiences

#### PAPER TOWEL GARDEN

Roots of the plant may be observed with a Paper Towel Garden. Place a paper towel inside a transparent container. Put a variety of seeds about half-way down the container, between the container and the paper towel. Radish seeds sprout quickly; Lettuce and Carrot seeds are also satisfactory. Bean seeds should be soaked prior to putting in the container. Keep enough water in the container to touch the bottom of the paper towel. A magnifying glass may be used to observe the roots.

#### SPONGE GARDEN

Follow the procedures for the Paper Towel Garden, using a sponge instead of a paper towel.

#### CARROT GARDEN

One experiment which helps observe formation of roots, stems and leaves is the Carrot Garden. Cut the top off the Carrot. Place it in a shallow dish. Add enough water so the Carrot will be immersed. Keep in daylight. Watch the Carrot sprout. Similar gardens may be made with Beets, Onions, or Garlic.



#### EGG SHELL GARDEN

Each child may make his own Egg Shell Garden. Give each child half of an egg shell. He will fill it half way with potting soil and then add a few seeds. He will cover the seeds with more soil. Water with a dropper or small spoon. Store in the egg carton until sprouted. Be sure each child's name is on his Egg Shell Garden. Pumpkin or Marigold seeds produce gratifying results. When these have grown a few inches, they may be transplanted at school or at home, by carefully crushing the egg shell as it is planted.

#### BEAN SPROUT GARDEN

Bean Sprouts develop quickly. Use Mung, Soy, Lentil or Alfalfa seeds. Place one tablespoon of seeds in a transparent container. Cover the opening with cheesecloth or a lid with many holes. Fill container with lukewarm water, shake vigorously to wash, then drain. Rinse seeds and drain water daily. Place in a dark location. Sprouts will develop in 4 to 6 days. When the sprouts are the desired length, set the container in the sunlight to turn green. Or store in the refrigerator to stop growth. To use, rinse carefully.



## GARDENING

### I. Real Life Experiences

#### STOMATA GARDEN

Children can learn the important role of Stomata (little mouths) in plants. Entirely cover the leaves of a plant with vaseline, which seals the stomata (tiny openings) of the leaves. The plant will die because carbon dioxide from the air cannot enter the leaf. Leaves use the carbon dioxide to make food for the plant.

#### SOCK GARDEN

In late Summer or early Fall, take a field trip to a grassy field with much grass and many weeds. Take along a supply of old socks. Have each child put an old sock over his shoes and run through the field. Gather in a group to remove the socks and discuss what has adhered to them. Upon returning to the classroom, put several of the socks in a shallow waterproof container in the classroom. Cover with potting soil; keep moistened. In about a week, a number of things will begin to grow!

#### TRAVELING BEAN

The fact that plants require light and will even travel to the light may be demonstrated by the Traveling Bean. Plant Bean seeds in two different pots. When they have sprouted, leave one plant in the light and place the other in a box with a hole in one end. That hole should be the only source of light. Notice the fact that the plant in the box grows toward the light, whereas the other plant grows erect.

#### DIRT FARM

A dirt farm may become your own potting soil. Combine loam, dead leaves, grass clippings, and other biogradable materials. Stir the dirt farm about once a week. Keep it moist, but not too wet!

#### TASTING PARTY

Expose children to a variety of vegetables and fruits, by bringing to the classroom more unusual species such as Turnips, Rutabagas, Red Cabbage, Eggplant, Nectarines. Children will observe, feel, smell and taste. Some may be tasted raw or sauteed in a small amount of oil.

## GARDENING

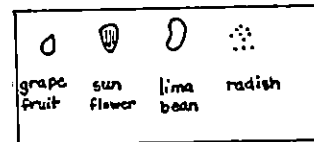
### I. Real Life Experiences

#### CENTIMETER PLANT

At different stages of growth of the plant, children measure the height, using a meter stick. Record the results. Note the increased growth.

#### SEED SIZES

Comparative sizes of seeds may be noted. Provide a variety of seeds: Grapefruit seeds, Sunflower seeds, Radish seeds, Lima Bean seeds, etc. Children may group them according to size.



The seeds may be identified by providing the mature food (e.g., a Grapefruit, Sunflower, Radish, Lima Bean). The size of the seed in relation to the size of the mature food may be discussed.

#### GARDENING BUSINESS

The Outdoor Garden or the Indoor Garden or the Greenhouse may become a small business. In either case, Mathematics will be essential. Selling price for each item must be determined, and each item must be so marked. Pretend money must be made and labeled. A system of selling/buying must be organized. Children may take turns serving as "store clerk," "cash register worker," etc. A Bank may be organized at another table, with the Bank employees handling loans, money deposits, etc. Keep each of these experiences simple so children may be exposed to Mathematics and Business experiences.

#### SEED STORE

A mixture of seeds may be provided children. Include small containers in which specific seeds will be placed. Children then sort the seeds, so a small container will be filled with only one kind of seed. Reference to a master list will identify the seed and its name. Cards with that name may then be placed by children on the small container of the appropriate seed.

#### CHART THE GROWTH

Chart the length of time required for different seeds to a) grow through the soil; b) blossom; c) mature.

## GARDENING

### I. Real Life Experiences

#### EXPERIMENT WITH PLANTS

In addition to the many direct Gardening experiences, other pre-planned opportunities help children explore and discover meaningful concepts.

For example, observe and discuss the different forms by which some plants reproduce: seeds, cuttings, bulbs.

Sort different seeds by the sense of touch (rough-smooth; blunt-prickly).

Sort different seeds by the sense of sight (size, color, shape).

Examine elements needed for germination and growth. Seeds (or cuttings or bulbs) from an identical species may be planted in individual containers and placed in specifically different environments in order to observe various factors, such as length of time required for germination, quality of growth of leaves and stems, or number or size of edible portion of the plant.

For example, to explore the growth of plants exposed to light contrasted with those kept in darkness, Lima Bean seeds may be planted in two separate containers with one placed in sunlight and the other in darkness (be sure to use identical soil, water, warmth). The plant placed in darkness might be put beneath an inverted coffee can. When the plant has germinated, observation over several days will reveal growth in the seed and plant exposed to sunlight, whereas the other will not continue to grow.

Similar experiments may be constructed to observe the differences in plants put in different kinds of planting media (loam, sand, coffee grounds, salt, etc.); or moisture required (one plant regularly watered and the other receiving no water); or warmth (one plant placed in the classroom temperature and the other placed in cold temperatures (such as the refrigerator or deep freeze)).

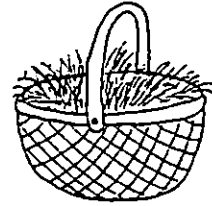
## GARDENING

### I. Real Life Experiences

#### AN EASTER BASKET WHICH GROWS ITS OWN GRASS

Children may grow grass for Easter baskets.

Day 1: Line a container such as a straw Easter basket with several layers of aluminum foil to make it water tight. Pour in vermiculite or sawdust, stopping about 2 inches below the container rim. Sprinkle a layer of wheat. Place the container in the sink and pour in water until it is just visible beneath the wheat seeds. Move the container to a spot with good light but not direct sun. Place plastic lightly over the top to hold in moisture. The seal need not be tight; a little air will prevent mold from forming.



Day 2: Observe. Probably no sprouting is yet visible.

Days 3-5: Sprouts become visible. Remove plastic wrap. Place Easter eggs as desired. Wheat will grow around the eggs.

Days 5-10: A time to make great discoveries! Eggs will become hidden by the grass, which grows 3" to 5" tall.

Days 10-14: Wheat slows its growing rate and reaches overgrown stage. Feed to animals.

Individual Easter baskets may be made using styrofoam cups, yogurt containers, cottage cheese containers, etc. If the container is waterproof, it is not necessary to line it with foil. Oats or Rye seed may be used instead of Wheat seed.

## GARDENING

### II. Supportive Experiences

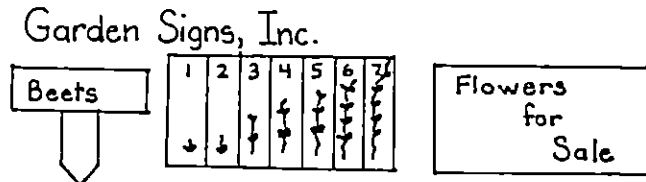
#### TALKING GARDEN

Children will use a great deal of language as they become involved in gardening:

- listening to one another talk about their experiences;
- listening to adults (teachers, parents) at the proper moments;
- listening to stories about gardening;
- talking about his observations and experiences (to himself, other children, adults).

#### GARDENING SIGNS, INC.

Written signs are needed for various aspects of the gardening experience: labels for each row of vegetables and for each plant in the greenhouse; materials needed for the experience; findings of the experiments; charts.



If the gardening experience becomes a small business, written signs are needed for posters, advertisements, and records.

The teacher will form the word with neat manuscript letters so the children may copy it for their purpose. Or, for some children, the teacher will write the word for him.

#### GARDENING BOOK

Each child may make his own Gardening Book, containing information he wants. The child may dictate to the adult, who writes for him. Or the adult may provide a model of the word on an index card which the child will copy in his book. The child may add his own illustrations (crayonings, cutouts from a garden catalog, etc.).

#### FLORIST SHOP

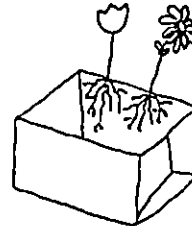
Prepare a florist shop by making flowers from construction paper, egg cartons, wallpaper samples, tissue paper, etc. Staple or glue the flowers to pipe cleaners so the flower will be upright. Gather artificial flowers and plants. Make vases and flower pots from clay, or cover containers with tissue paper and starch. Children may arrange flowers and decorations for the classroom. See the section on the Greenhouse for other ideas.

## GARDENING

### II. Supportive Experiences

#### PAPER BAG FLOWER GARDEN

Children may construct paper bag flower gardens using construction paper and a paper bag. Cut the bag about 4" high; paste it on a sheet of 9" x 12" construction paper. The paper bag represents the soil. Children make flowers (Tulips, Daisies, Dandelions, Roses, etc.) from construction paper. Paste the flower in the appropriate location inside the paper bag so the proper part is visible.

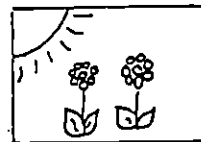


#### PAPER BAG VEGETABLE GARDEN

Follow plans for the Paper Bag Flower Garden, using vegetables (Carrots, Lettuce, Tomatoes, Onions, Potatoes) instead of flowers.

#### BUTTON FLOWERS

Flower plants may be made with buttons on white construction paper. Using several sizes of buttons, the child will glue them for petals of the flower. He will draw stems and leaves for the flowers.



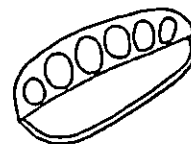
#### CUPCAKE FLOWERS

Garden flowers may be made with paper cupcake baking cups. Cut the top of the paper cup in petal shapes. Punch a hole in the bottom of the baking cup, and add a green pipe cleaner for the stem. Leaves may be cut from construction paper and glued to the sides of the stem. Roots as well as the remains of the seed may be cut and glued to the bottom of the stem.

#### PEAPOD AND PEAS

Using the pattern of a peapod, the child will trace it on green construction paper.

Fold the peapod, so it may visually represent the complete peapod. Cut around it. Cut small Peas from green construction paper. Paste them in the peapod. When finished, count the number of Peas in your peapod!





## GARDENING

### II. Supportive Experiences

#### DANDELION PAINTING

Using yellow Dandelions as paint brushes, children will have a creative art experience with tempera paints. Each child will make his own design on paper.

#### PIPE CLEANER FLOWERS

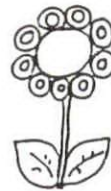
Lay four sheets of tissue paper on top of each other, alternating colors. Fan fold from one end to the other. Grasp at the middle. Wrap with a pipe cleaner. Either round the end or cut to a point. Carefully pull out one layer at a time. Fluff and put in the flower vase.

#### BLOW-PAINTING A GARDEN

Provide each child with a 12" x 18" sheet of white construction paper, one teaspoon of green tempera paint, and a drinking straw. The child will blow the paint on the paper to represent vines, stems and leaves. When the painting has dried, the child may crayon his own garden with vegetables or fruits.

#### LOOPED DAISIES

Use strips of 6" x  $\frac{1}{2}$ " yellow construction paper to form loops. Paste or staple the ends. These strips form the petals of the Daisy. Form one loop from 8" x  $\frac{1}{2}$ " yellow paper for the center. Paste or staple the petals to the center. Add a green stem.



#### FINGERPAINTING WITH DIRT

On fingerpaint paper, each child will explore with dry loam. Then gradually add water until the soil is proper fingerpaint consistency. Each child may make his own design.

#### FLOWERS AND WIND

Separate children into two groups: one group is the Flowers and the other group is the Wind. The Flower group decides on the name of a certain flower or the name of a certain color. They stand about 3 feet in front of the Wind group. The Wind group tries to guess the name or the color of the flower. If correct, they chase the Flowers and catch them. Reverse roles.

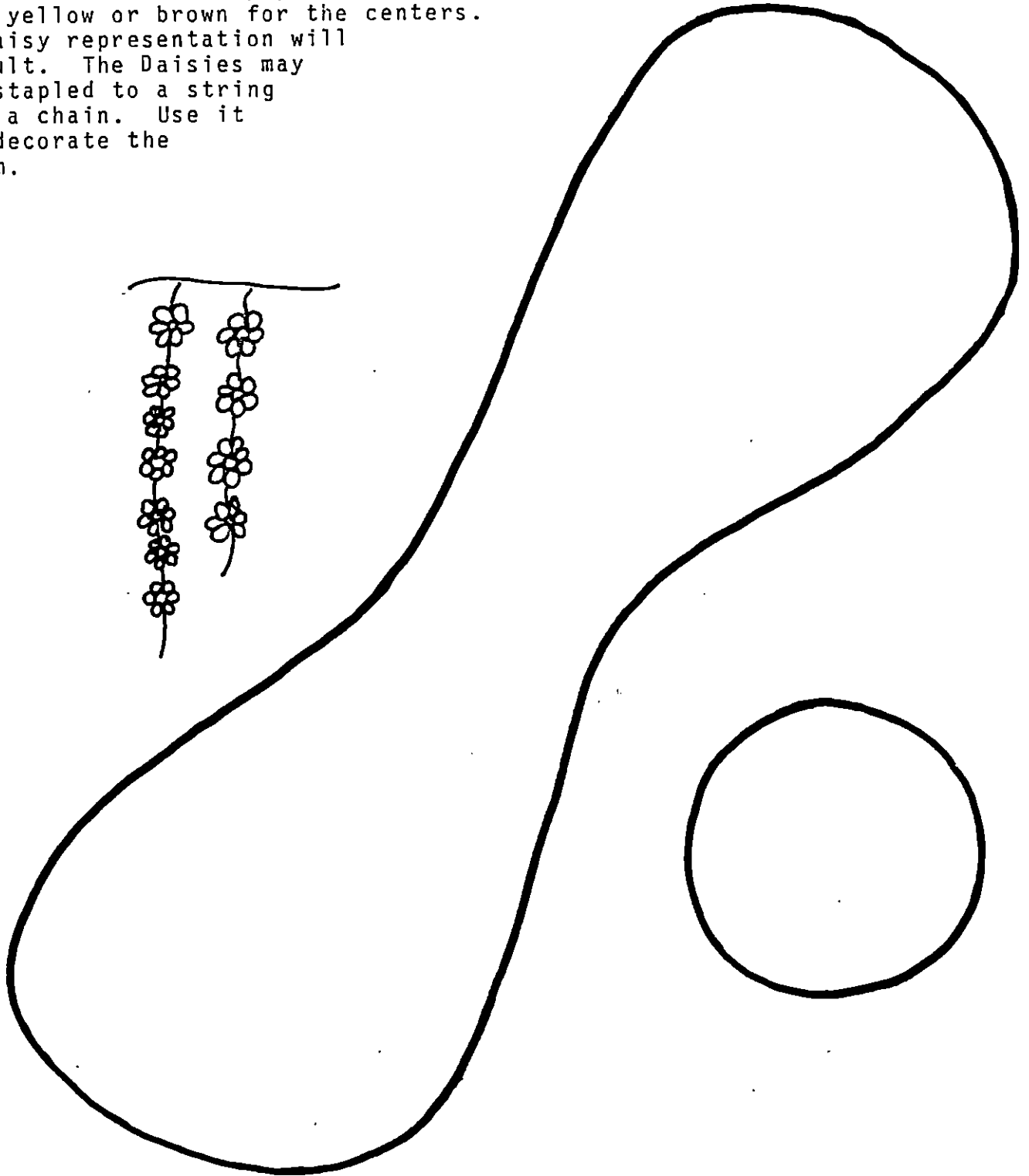
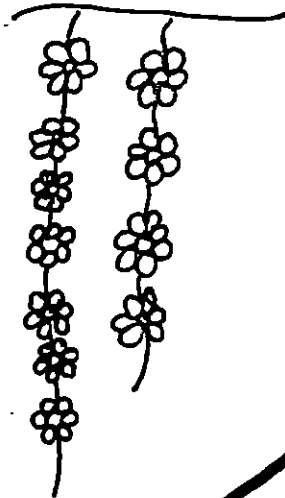
## GARDENING

### II. Supportive Experiences

#### DAISY CHAIN

Each child will cut around three petal patterns and one center.  
Arrange the petals and centers; paste them together. Use white or  
yellow construction paper for the petals  
and yellow or brown for the centers.

A Daisy representation will  
result. The Daisies may  
be stapled to a string  
for a chain. Use it  
to decorate the  
room.



## GARDENING

### II. Supportive Experiences

#### PRETEND GARDEN

Provide a prop box filled with gardening tools, hats, pans of dirt, dried grasses, and twigs. Allow children to role play the process of preparing the soil, planting seeds, watering, cultivating, etc.

#### BLOCK GARDEN

Some children may want to construct an imaginary garden, using unit blocks for the rows. Smaller blocks or tinkertoys might represent plants.

#### SEEDS AND FOOD

Children cut pictures of vegetables and/or fruits from seed packages or seed catalogs. Fold 9" x 12" paper in fourths. In each section, the child will paste a picture he has cut. Finally, he will glue the seeds of each plant next to the appropriate picture. Words for each plant may be copied by the child.

#### FROM SEED TO FOOD

Children will fold a 9" x 12" paper in fourths. Number each section "1" through "4". Glue a seed in section "1". From discussion, learn that rain is needed for the seed to sprout, so draw rain in section "2". Sun is needed for the sprout to grow, so draw the sun in section "3". Finally, the plant matures, so draw the mature food in the last section.

#### LIFE CYCLE OF A PLANT

Children will fold a sheet of 9" x 12" paper in fourths. Number each section from "1" through "4". Discuss four stages of plant growth: seed, roots, stem/leaves, and the mature vegetable. In section "1", the child will draw the seed; in section "2", the seed with attached roots; in section "3", the seed, roots and attached stem and leaves; and in section "4", the mature plant.

#### EGG CARTON FLOWER

Cut apart sections of an egg carton. Trim the top of one section for a flower. Paint. Allow it to dry. Insert a green pipe cleaner through the bottom of the cut for the stem. Cut green construction paper leaves. Use a paper punch to make a hole in one end of the leaf. Thread leaves onto the pipe cleaner.

## GARDENING

### II. Supportive Experiences

#### DANDELION JEWELRY

Make a bracelet or necklace from Dandelions, Violets, or other common flowers. Thread a blunt-ended needle with dental floss. Push the needle through the center of the flower. When there are enough flowers for the jewelry, tie the ends of the dental floss together.

#### SPIN A FLOWER

Each child will cut circles of different sizes from colored construction paper. He may use different colors. Arrange the cut circles from smallest to largest on a 9" x 12" sheet of paper. Place a paper fastener through all the layers. The child may add stem, leaves, flower pot with crayons, marking pens or paints.

#### PLANT PARTS

Children may learn plant parts from a diagram on the bulletin board. Purposes of each part may be discussed:

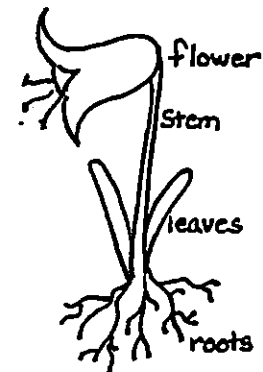
Stem provides support for the leaves and flowers; it also carries food from the roots to the other parts of the plant.

Roots anchor the plant and usually are located in the ground; they also carry water and minerals from the soil.

Leaves make food from the sunlight for the plant; they also receive carbon dioxide from the surrounding air.

Flower (for flowering plants) is the part which produces seeds; the flower contains petals, sepals, pistils, and stamens.

#### Plant Parts



#### VEGETABLE EDIBLES

Children will discover that different parts of different plants are edible. View vegetables as well as read stories to discover the following edibles:

1. Roots of Carrots, Radishes, Beets.
2. Stems of Rhubarb, Celery, Asparagus.
3. Leaves of Lettuce, Cabbage, Spinach.
4. Flowers of Broccoli, Cauliflower.
5. Fruits of Tomatoes, Cucumbers, Squash.
6. Seeds of Beans, Sunflowers, Peas.
7. Bulbs of Onions.
8. Tubers of Potatoes.

## GARDENING

### II. Supportive Experiences

#### LITTLE PLANT

In the heart of the seed,  
Buried deep, so deep;  
A dear little plant  
Lay fast asleep.

"Wake," said the sunshine,  
"And creep to the light."  
"Wake," said a voice  
Of the raindrops bright.

The little plant heard  
And it rose to see  
What a wonderful  
Outside world might be!

#### MY GARDEN

This is my garden. (extend one hand forward, palm up)  
I'll rake it with care. (make raking motion on palm with 3 fingers  
of other hand)  
And add some flower seeds. (make planting motion with thumb and  
index finger)  
I'll plant it there.  
The sun will shine (make circle over head with arms)  
And the rain will fall (let fingers flutter down to lap)  
And my garden will blossom (put hands together and extend slowly  
upward)  
And grow straight and tall.

#### LITTLE CRADLES

In their little cradles (cup hands for cradles)  
Packed in tight,  
Baby seeds are sleeping (make rocking motions with hands)  
Out of sight.  
Mr. Wind comes blowing (make sweeping motion with hands)  
With all his might.  
The baby seeds are scattered (wave hands to the left and then to  
the right)  
Left and right.

#### LOVE ME--LOVE ME NOT

They say that daisies will not tell. (shake head for "no")  
Of course they never do.  
But when you pick their petals, (pretend to pick petals)  
They tell if one you love, loves you. (place hand over heart)

## GARDENING

### II. Supportive Experiences

#### MAKE A GARDEN

Dig! Dig! Dig! Rake just so. (use arms to imitate digging, raking)  
Plant the seeds; watch them grow. (pretend to plant; watch)  
Chop! Chop! Chop! Pull out weeds. (make chopping and pulling motions)  
Warm rain and sun, my garden needs. (flutter fingers for rain; make  
circle with arms for sun)  
Up! Up! Up! Green stems climb! (reaching with arms, climbing with legs)  
Open wide. It's blossom time! (circle with hands for blossom)

#### I DIG, DIG, DIG

I dig, dig, dig, (pretend to dig)  
And I plant some seeds. (stoop down and plant seeds)  
I rake, rake, rake, (pretend to rake)  
And I pull some weeds. (pull up weeds)  
I wait and watch (stoop down and watch ground intently)  
And soon I know (nod head)  
My garden sprouts (raise hands from ground as if sprouting)  
And starts to grow.

#### DIG A LITTLE HOLE

Dig a little hole. (dig)  
Plant a little seed. (drop seed)  
Pour a little water. (pour)  
Pull a little weed. (pull up and throw away)  
Chase a little bug. (chasing motion with hands)  
Heigh-ho, there he goes! (shade eyes)  
Give a little sunshine, (cup hands, lift to the sun)  
Grow a little rose. (smell flower, eyes closed, smiling)

#### LITTLE FLOWER

If I were a little seed planted in the ground, (cup hands)  
I'd stretch my roots and grow and grow; (stretch body)  
I'd stretch my stem and grow and grow; (stretch arms)  
I'd blossom into a pretty flower. (form flower with hands)  
Then I'd sway back and forth as if to say, (sway body)  
"I'm glad to be with you today!" (smile, shake head)

#### TULIPS

In the garden, tulips grow,  
Straight and golden, in a row.  
Each one holds its empty cup,  
Drinking rain and sunshine up.

## GARDENING

### II. Supportive Experiences

#### PLANTING

I plant a little seed in the dark, dark ground. (pretend to be  
seed by crouching on the floor and covering head with arms)  
Out comes the yellow sun, big and round. (remain crouching, extend  
arms over head and form large circle)  
Down comes the cool rain, soft and slow. (flutter fingers)  
Up comes the little flower, (pretend to be growing plant)  
Grow, grow, grow. (stretch arms above body)

(Ask each child to describe the flower he had become.)

#### THE GARDENER

The gardener hoes and hoes all day. (make hoeing motions)  
He pulls out the weeds and throws them away. (pretend to pull weeds  
and throw away)  
Because if he doesn't, weeds grow and grow, (raise arms upward  
in stages)  
And leave no room for the beans, you know!

#### DANDELION

There was a pretty dandelion with lovely fluffy hair.  
It glistened in the sunshine and in the summer air.  
But, oh, this pretty dandelion soon grew quite old and gray.  
And, sad to tell, her charming hair blew many miles away!

#### ROSE

I like to pretend that I am a rose (cup hands)  
That grows and grows and grows and grows. (open hands gradually)  
My hands are a rosebud closed up tight, (close hands)  
With not a tiny speck of light. (close tightly, as a fist)  
Then slowly the petals open for me, (let hands open gradually)  
And here is a full-blown rose, you see! (express amazement, smile)

#### PURPLE VIOLETS

One purple violet in our garden grew; (hold up fingers, one at a  
time as the verse progresses)  
Up popped another, and that made two.  
Two purple violets were all that I could see;  
But Billy found another, and that made three.  
Three purple violets. If I could find one more,  
I'd make a wreath for Mother,  
And that would make four.  
Four purple violets. Sure as you're alive!  
Why, here is another! And now there are five!

## GARDENING

### II. Supportive Experiences

#### RELAXING FLOWERS

Five little flowers (hold up five fingers)  
Standing in the sun;  
See their heads nodding (make fingers nod)  
Bowling, one by one. (make fingers bow, one by one)  
Down, down, down (raise hands, wriggle fingers and lower arms to  
simulate falling rain)  
Falls the gentle rain,  
And the five little flowers  
Lift up their heads again!

#### MY FLOWER BED

See the blue and yellow blossoms  
In the flower bed.  
The daisy spreads its petals wide. (hold palms upward with fingers  
open)  
The tulip bows its head. (bend hands at wrist with fingers closed)

#### FLOWER PLAY

If I were a little flower (stoop down close to the floor and  
pretend to cover head)  
Sleeping underneath the ground,  
I'd raise my head and grow and grow, (slowly raise up from floor)  
And stretch my arms and grow and grow, (raise arms to the sky)  
And nod my head and say: (nod and smile at one another)  
"I'm glad to see you all today."

#### GROWING THINGS

The flower holds up its little cup. (form cup with two hands)  
The tree holds out its leaves. (hold hands out for leaves)  
That's the way the growing things  
Have of saying, "Please."  
So, when they are thirsty  
Many drops of rain come down (make rain motions)  
And we can watch them pitter-pat (cup chin in hands to look out)  
Against the window pane.

#### MILKWEED CRADLE

In a milkweed cradle, snug and warm (form cradle with both hands)  
Baby seeds are hiding, safe from harm.  
Open wide the cradle, hold it high. (open hands, hold up high)  
Come, Mr. Wind, help them fly. (wave arm above head)



## GARDENING

### II. Supportive Experiences

#### GROWTH

A little garden flower (left hand closed)  
Is lying in its bed.  
A warm Spring sun (form circle above head with fingers of right hand)  
Is shining overhead.  
Down came the raindrops (right hand descends with fingers moving  
to and fro)  
Dancing to and fro.  
The little flower wakens (forefinger extends from hand and rises  
upward)  
And starts to grow.

#### DANDELION BOUQUET

Yellow polka dots in the grass so green. (form small circles)  
Dad makes a fuss and says, "You're not to be seen!" (shake finger)  
But I'd like to say, (point to self)  
"Dandelions make a neat bouquet!" (pretend to pick dandelions and  
make a bouquet)

#### FIVE LITTLE PEAS

Five little peas in a peapod pressed. (make fist)  
One grew, two grew, and so did the rest. (raise respective fingers)  
They grew and grew and did not stop. (stretch fingers wide)  
Until one day the pod went POP!!! (clap hands)

#### LET'S BE TULIPS

Let's be tulips, straight and tall, (stand up straight)  
Dressed in pretty colors, all, (point to self)  
Bending, bending, to and fro, (bend from side to side)  
Bending as soft breezes blow. (continue bending)

#### FARMER PLOWS THE GROUND (Tune: Here We Go 'Round the Mulberry Bush)

First the farmer plows the ground, (guide plow down the rows)  
Plows the ground, plows the ground,  
First the farmer plows the ground,  
Then he plants the seeds. (plant seeds)

This is the way he plants the seeds, (children in a crouched  
So that they will grow. position)

The rain and sun will help them grow, (children begin to rise)  
Right up through the ground.

Now the farmer picks the beans, (leader pretends to pick children)  
And we have food to eat. (specific names of foods could be used)

## GARDENING

### II. Supportive Experiences

#### FARMER AND HIS SEEDS (Tune: Farmer in the Dell)

The farmer plants the seeds, (children stoop and pretend to plant  
The farmer plants the seeds, seeds)  
Hi, ho, the dairy-o,  
The farmer plants the seeds.

The sun comes out to shine. (make large circle with arms)

The rain begins to fall. (hands flutter up and down)

The seeds begin to grow. (children begin to rise)

The farmer cuts them down. (move arms to imitate a mower)

He binds them into sheaves. (children group together)

And now we'll have some bread. (pretend to eat)

#### SEEDS OF EVERY SIZE

Seeds, seeds of every size,  
They come in white, yellow, and brown,  
Some are flat, some oval, some round. (hold hand flat, form oval  
and circle)

A seed so very small  
Could grow a plant very tall. (raise hand above head)  
The seed's color, shape and size  
Give no clues of the plant to rise. (shake head sideways)

#### SEED SONG

Some seeds fall and some seeds float.  
Some seeds ride on a kitten's coat.

Some are large and some are small.  
Some you can scarcely see at all.

Some are round and some are flat.  
Some have stickers and things like that.

And something else that's nice to know...  
When you plant a seed, it starts to grow.

It might be a flower, it might be a weed.  
But something grows from most every seed.

## GARDENING

### II. Supportive Experiences

#### LITTLE SEEDS

A little seed so soft and round,  
I'll dig a hole and lay you down.  
And may you rest beneath the ground  
Until your leaves come up  
And your roots go down.

#### SMART SEEDS

Don't you think that seeds are smart?  
They always know which way to start.  
They could come up through the garden beds,  
Feet first by standing on their heads.  
They could forget how they should grow.  
They could forget their color, too.  
But somehow they just never do.

#### TINY SEED

Tiny seed in the ground below (form small ball with body)  
Felt the warmth of the warm sun's glow, (rub hands over arms)  
Heard the raindrops pitter patter, (place hand behind ear)  
Wondered why the birds did chatter. (place hand on head as if  
pondering)  
So the seed began to grow (pretend to grow)  
And poked its head up very slow! (lift head)  
What it saw was such a sight! (rub eyes)  
The plant was in a garden bright!

#### SPRING SEEDS

In the Spring I take a seed,  
And plant it in the ground. (pretend to plant a seed)  
The warm sun shines on the world around. (form circle)  
Clouds gather in the sky,  
And the raindrops fall. (flutter fingers)  
The little plant sprouts (begin to rise)  
Above the ground.  
And grows so straight and tall. (pretend to grow)

#### PLANT A SEED

I dig a hole and plant a seed (pretend to plant a seed)  
Cover it with dirt and pull a weed. (pretend to pull weed)  
Down comes the rain, and out comes the sun (flutter fingers, form  
circle)  
Up grows my plant. Oh! What fun! (pretend to grow)

## GARDENING

### II. Supportive Experiences

#### SLEEPING SEEDS

Inside a seed, sound asleep (form fist)  
Lived a little plant, not making a peep (fingers to lips)  
Mr. Raindrop knocked on the little seed's door, (knock)  
"Pitter, pat! You can do more."  
Mrs. Sunbeam sent a message hot,  
"Rise and shine! You can give a lot." (shake finger)  
The plant understood,  
Gave a stretch and a yawn, (begin to stretch and yawn)  
Grew into a flower,  
Pretty to gaze upon! (grow into flower)

#### LITTLE RED HEN

Read with the children the story LITTLE RED HEN. Show children wheat seeds, encouraging them to take the seed apart and examine it. Help the children grind wheat for bread flour. Flour grinders may be found at natural food stores. A field trip to the store to purchase the grinder or to the grocery store to purchase the flour may be included. If you do not have a grinder, put a small amount of wheat in a heavy plastic bag and have the children crush it with a hammer. Be sure the wheat has not been treated with a toxic preservative. Add the wheat the children have ground or crushed to enough commercially ground wheat flour for the following recipe.

#### BREAD RECIPE

1 package dry yeast  
1½ cups warm water  
¼ cup molasses or brown sugar  
1 t. salt  
2 T. shortening  
2 cups whole wheat flour  
2 cups white flour

Dissolve the yeast in the warm water. Add the shortening, brown sugar or molasses, salt and mix well. Add the whole wheat flour and beat until smooth. Add the white flour a little at a time. Knead the dough on a board or table for five to ten minutes. Place the dough in an oiled bowl to rise (about an hour). Punch the dough to remove the air and knead it again. Form the dough into a loaf and place in a greased pan. Let the dough rise one hour before baking at 375° for 45 minutes. Remove bread from the pan and cool on a rack.

## GARDENING

### II. Supportive Experiences

Here is the story of the LITTLE RED HEN:

Once upon a time a little red hen lived in a cozy little house in the country with a cat, a dog, and a mouse.

The cat liked to sleep all day on the couch.

The dog liked to nap all day on the back porch.

The mouse liked to snooze all day in a chair by the fireplace.

The little red hen was busy all day long doing all of the housework. While the others slept, she cooked, washed dishes, swept the floors, washed the windows, washed and ironed the clothes. She did all the yard work, raked the leaves, mowed the grass and tended her garden.

While hoeing the garden one day, she found some grains of wheat.

"Who will plant this wheat?" she asked.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen, and she did.

She took good care of the wheat and soon it needed weeding.

"Who will weed the wheat?" asked the little red hen.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen, and she did. The little red hen tended the wheat daily. She weeded and watered the wheat.

"Who will cut this wheat?" asked the little red hen.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen, and she did.

After the wheat was cut, she asked, "Who will take this wheat to the mill and have it ground into flour?"

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen, and she took the wheat to the mill and had it ground into flour. She returned to the little house with a small bag of flour.

"Who will make a loaf of bread from this fine flour?" asked the little red hen.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the mouse.

"Then I will," said the little red hen. She gathered sticks and made a fire in the stove. She then mixed her flour with milk, yeast, sugar, salt, and butter in a big bowl. She kneaded the dough and left it in the bowl to rise. Then she made it into a loaf of bread and put it into her hot oven. Soon the house began to smell delicious.

## GARDENING

### II. Supportive Experiences

Soon, the cat woke from his nap on the couch and went into the kitchen.

The dog left his warm place in the sun on the back porch and came into the kitchen.

The mouse left his chair by the fireside and hurried into the kitchen.

The little red hen was taking her bread from out of the oven.

"Who will eat this bread?" asked the little red hen.

"I will!" cried the cat.

"I will!" cried the dog.

"I will!" cried the mouse.

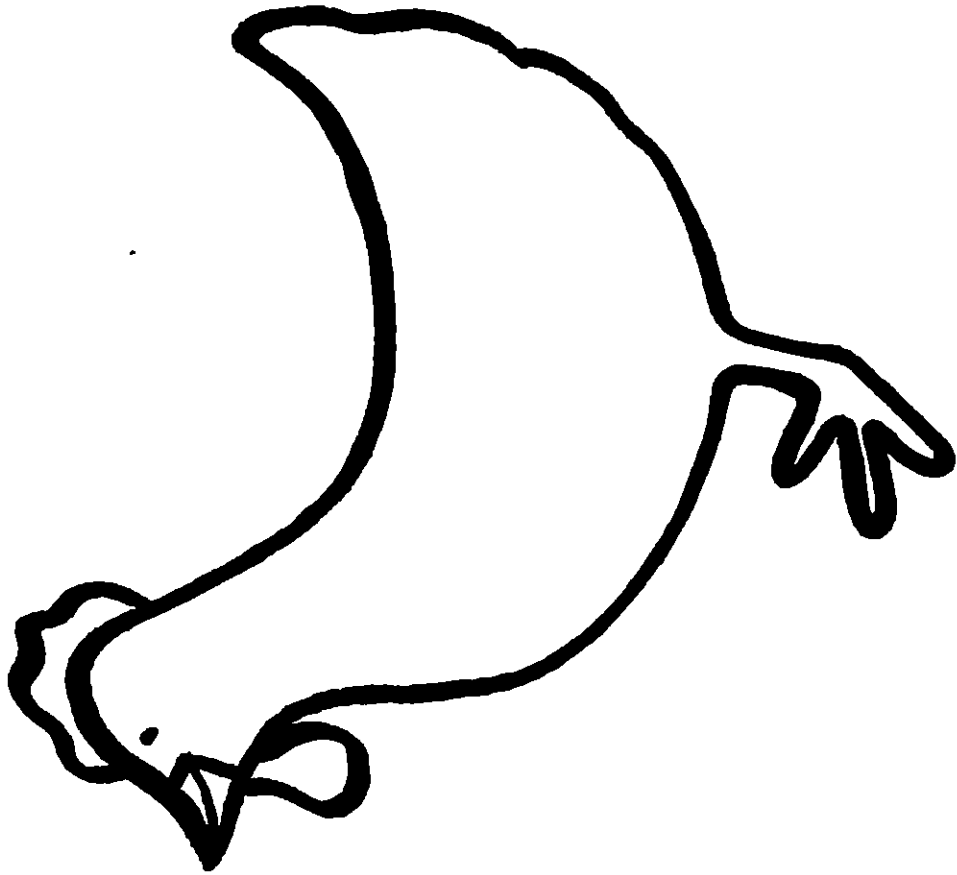
The little red hen said, "I planted the wheat, I tended the wheat, I cut the wheat, I took it to the mill and had it ground into flour, all by myself. I gathered the sticks, I built the fire, and I mixed the bread all by myself. Now I am going to eat it--all by myself." And she did--every last crumb.

After that, whenever there was work to do, the little red hen had three helpers eager to help get it done right away.

GARDENING

II. Supportive Experiences

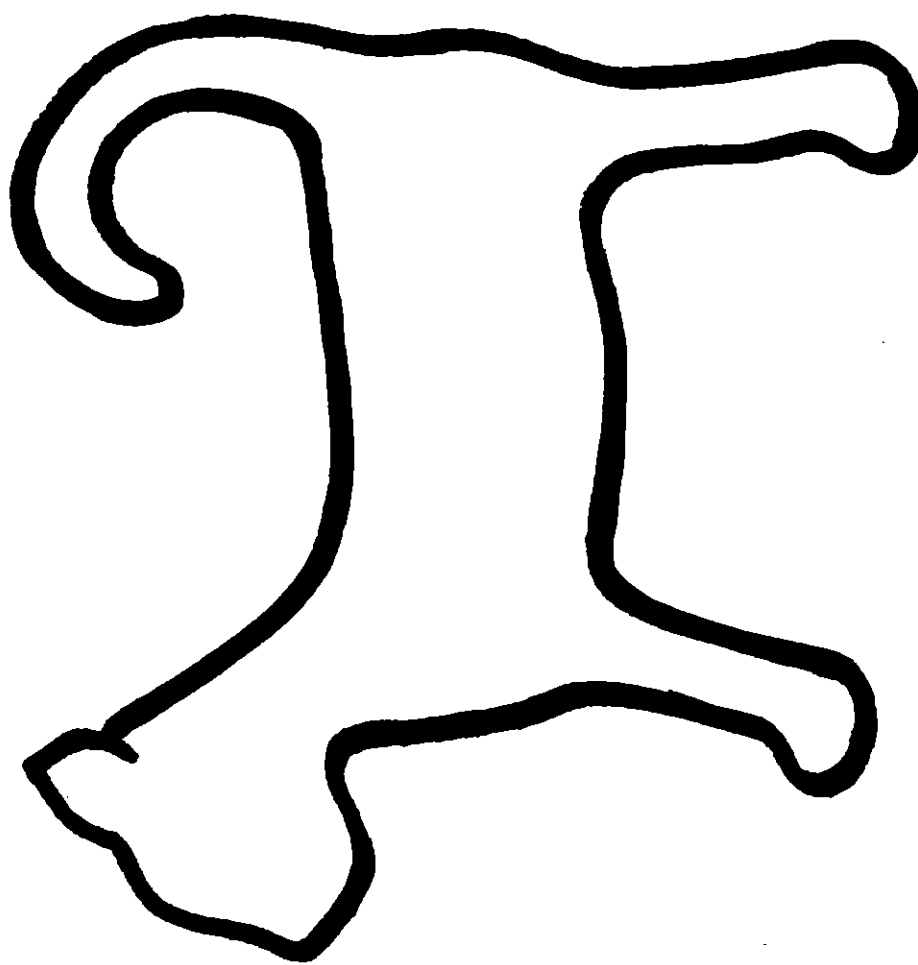
Flannelboard Pattern for Little Red Hen



GARDENING

II. Supportive Experiences

Flannelboard Pattern for Little Red Hen

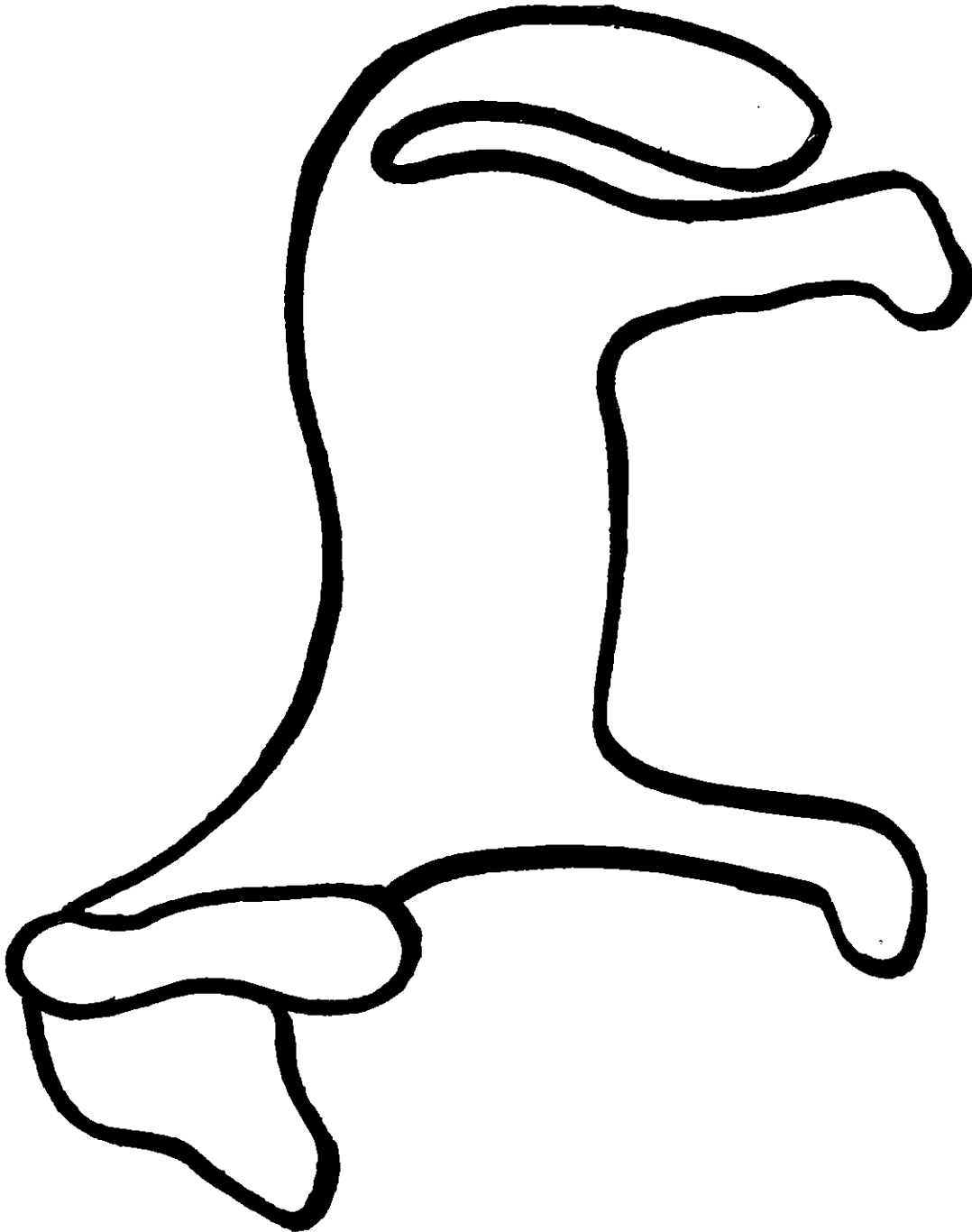




GARDENING

II. Supportive Experiences

Flannelboard Pattern For Little Red Hen



GARDENING

II. Supportive Experiences

Flannelboard Pattern For Little Red Hen



## GARDENING

### II. Supportive Experiences

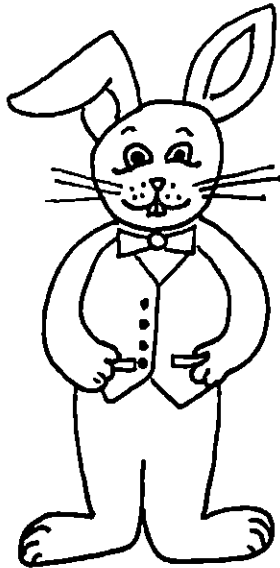
#### PETER RABBIT

After reading the story of PETER RABBIT, children may dramatize it with props and perhaps with costumes. Actual Camomile Tea may be made and served.

#### CAMOMILE TEA

Camomile tea may be purchased at natural food stores. Place 2 tablespoons of Camomile tea leaves in a tea ball. Heat 4 cups of water to a safe temperature (luke warm) for children. Put the water in individual cups and place tea ball in each cup long enough to flavor the water. The tea does not need to be boiled and steeped.

A variation would be Camomile Sun Tea. Place 2 tablespoons of Camomile tea in 4 cups of luke warm water. Place in direct sun until flavored (approximately one hour).



## GARDENING

### III. Challenging Experiences

#### CATEGORIZE TOOLS AND VEGETABLES

Using the following list of vegetables and tools used in gardening, have the children categorize them into groups which have the same beginning sound. The children may then cut pictures and arrange by sound or make pictures with crayons or paints and arrange by beginning sound.

Radish Rake Spade Squash Bean Broccoli etc.

#### RIDDLES

This little root is crunch and munchy,  
The color of an orange, with a top that's all bunchy.  
What am I? (Carrot)

Ba, ba, ba, I begin with ra:  
I am not a fish; I end in a dish!  
What am I? (Radish)

What a treat! What a treat!  
I like to eat a nice red \_\_\_\_! (Beet)

Turn, turn, turn, skip, skip, skip,  
Turn me together with the sound of "ip". (Turnip)

I'm quiet in the garden, growing every day,  
But at Halloween, I'm seen in a very different way!  
What am I? (Pumpkin)

I'm round and purple; I grow in a bunch.  
I'm very juicy to eat for lunch.  
What am I? (Grape)

I'm thinking of a vegetable to take in my lunch to school that  
begins like "car". What is it? (Carrot)

I'm thinking of a vegetable which begins like "sea". (Celery)  
I'm thinking of another vegetable which begins like "turkey"?  
(Turnip)

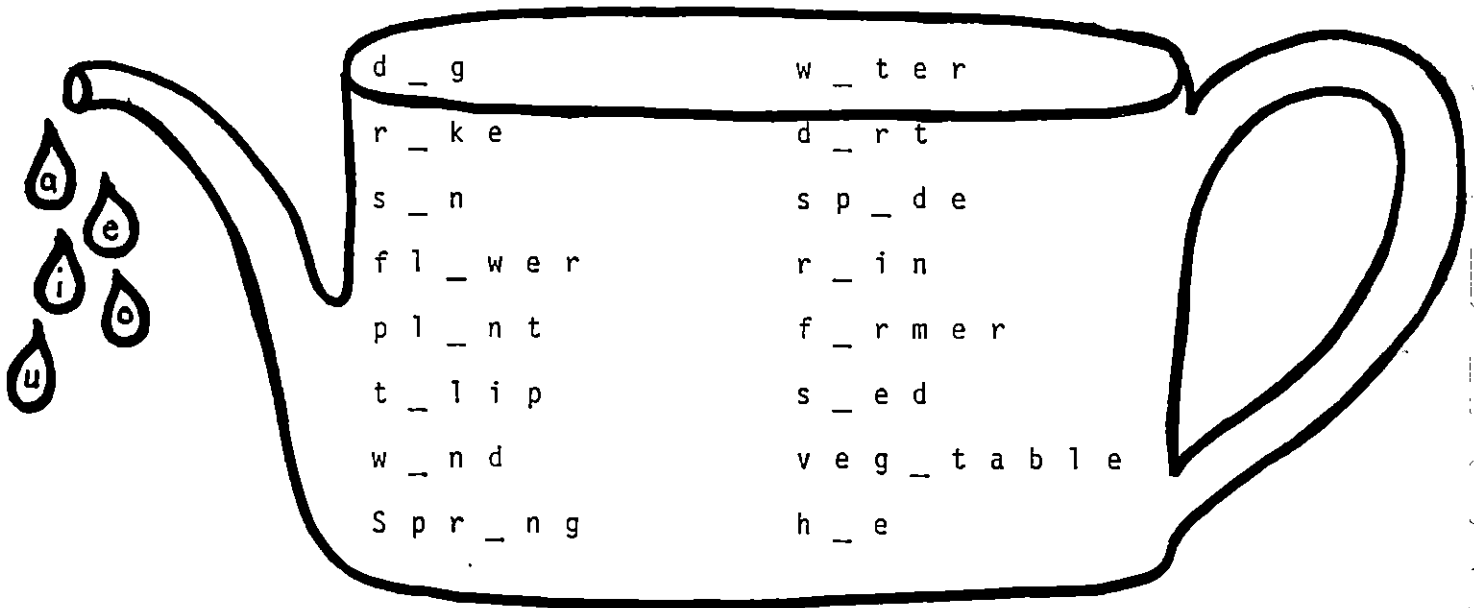
I'm thinking of a vegetable which rhymes with "horn". (Corn)  
I'm thinking of a food which rhymes with "potato". (Tomato)

## GARDENING

### III. Challenging Experiences

#### LOST VOWELS

Make a word which we think about when planting a garden. Fill in the missing vowel in each of the following words.



#### MORE RIDDLES

Using these words, find answers to the riddles:

water      sun      flower      spade      seeds

Our gardens need this to grow. If they do not have it, they will be very dry. What is it?

After potatoes are grown, we need this to get them out of the ground. What is it?

In order to grow flowers, we need to plant these. What are they?

The seeds turn into something that is very pretty and often smells good. What is it?

This warms the soil so seeds will grow. What is it?

## GARDENING

### III. Challenging Experiences

#### GARDEN FLOWER HUNT

Find the following words in the letters below. The words may go up, down, across or diagonally.

rose      seed      plant      tulip      rain      blossom      daisy      sun

p   s   a   t   d   a   i   s   y   t  
l   u   r   a   i   n   u   d   t   u  
a   n   d   r   o   l   e   l   u   l  
n   m   r   o   t   e   s   a   l   i  
b   l   o   s   s   o   m   c   b   p  
t   a   b   e   p   l   a   n   t   v

#### VEGETABLE BEAN BAG TOSS

Divide a piece of tag board into nine equivalent squares. Draw or paste a picture of a vegetable on each square. Print the name of the vegetable by the picture. Laminate the board for preservation. Make bean bags out of corduroy or denim fabric (6" squares sewn together and filled with corn or beans). Play the game as you would play tic tac toe. Lay the game board on the floor. The child will toss the bean bag onto the board. His goal is to land in squares to make a straight line vertically, horizontally or diagonally.

For a greater challenge, the child must say the word by the picture.

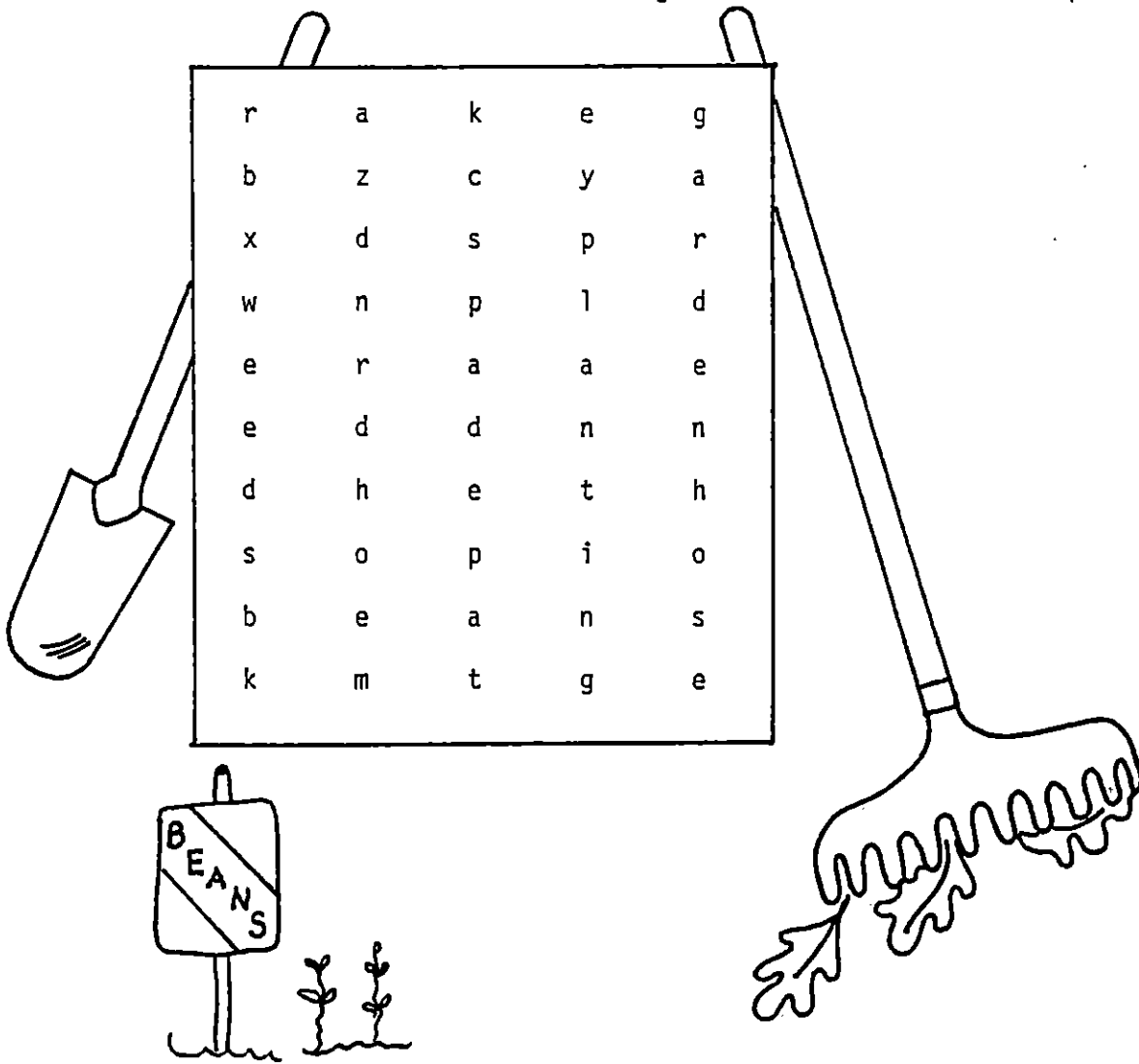
GARDENING

III. Challenging Experiences

GARDEN WORD PUZZLE

Find the following words in this puzzle. Hint: they might be horizontal, vertical or diagonal!

rake      hoe      beans      gardenhose      weeds      planting      spade

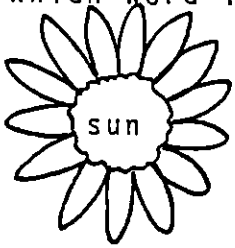


GARDENING

III. Challenging Experiences

GROWING WORDS

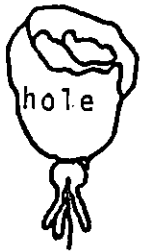
Which word in the row rhymes with the word in the flower?



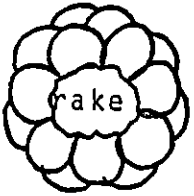
run      rat      sat      tree



doll      sand      weed      sit



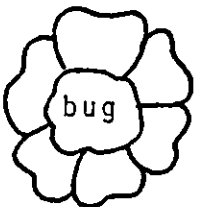
hat      hit      pole      peek



eat      cake      run      sun



hose      hat      cat      mouse



goat      cow      hug      hand

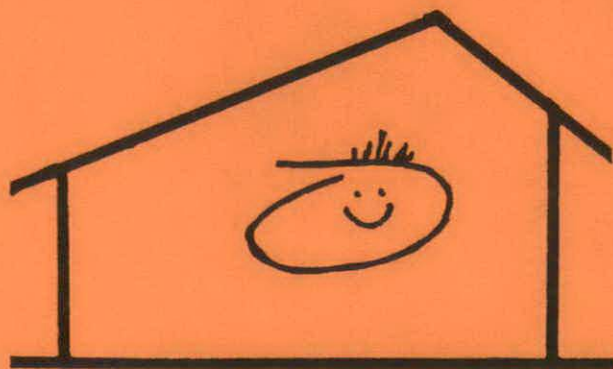


# **JOBS MAKE THE WORLD GO 'ROUND**

## **UNIT III**

### **CREATIVE LEARNING:**

### **A CURRICULUM FOR PREPRIMARY CHILDREN**



*THE CHILDREN'S HOUSE*

Table of Contents

<u>Learning Experience</u>	<u>Page</u>
Bank.....	5
Barber/Beautician.....	4
Bus Driver.....	5
Camera Activity.....	1
Career Beginning.....	31
Career Rummy.....	30
Career Scramble.....	32
Carpenter.....	2
Categorizing Tools.....	10
Classroom Helpers.....	2
Cobbler, The.....	25
Collage of Community Helpers.....	16
Community Helpers Band.....	17
Community Helpers Booklet.....	16
Conversation.....	16
Cookie Factory.....	6
Create-A-Story.....	30
Day On The Mall, A.....	9
Delivering The Mail.....	11
Dental Assistant, The.....	26
Economic Education.....	13
Families Need Housing (Shelter).....	15
Feel And Guess.....	20
Find The Missing Letter.....	30
Florist.....	4
Friends.....	
Grocery Shopping.....	
Helpful Friends.....	
Helping The Custodian.....	
Helping The Family.....	
Henry's Nickel.....	
Hidden Words.....	5
Hospital Or Doctor's Office.....	16
How Do We Meet Needs?.....	
Ice Cream Man, The.....	26
I'm Going To Be A Football Player.....	27
Jewelry Made Of Baker's Dough.....	20
Johnny Works With One Hammer.....	23

*Booklet*

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O  
B  
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# JOBS MAKE THE WORLD GO 'ROUND

## Table of Contents

<u>Learning Experience</u>	<u>Page</u>
Lemonade/Popcorn Stand.....	5
Librarian.....	22
Like Me.....	24
Mail It.....	20
Make A Ring.....	20
Mr. Grocer Had A Store.....	22
Musical Chairs.....	17
My Job.....	17
My Policeman.....	25
Needs And Wants.....	13
Needs And Wants Booklet.....	14
Needs And Wants Collage.....	14
Parents At Work.....	3
Peanut Butter Honey Cookies (No-Bake).....	8
"P" Is The Proud Police Officer.....	24
Police Station.....	3
Postal Carrier, The.....	24
Pretty Potted Flowers For The Florist Shop.....	19
Puppets.....	19
Rock Jewelry.....	20
School Tools.....	18
Secretary.....	4
Steam Shovel, The.....	23
Toll Taker, The.....	25
Tools.....	22
Toy Factory.....	18
Trade.....	18
Vegetable Soup.....	1
What Did The Bear See?.....	27
What Do Communities Need?.....	15
What Does Teddy Need?.....	15
When We Grow Up.....	26
Which One Does Not Belong?.....	19
Who Am I?.....	29
Word Concentration.....	29
Yellow Pages Of The Phone Book.....	10
Your Washing Machine.....	24

## JOBS MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### CAMERA ACTIVITY

Take a field trip with the children to a shopping center. Take slides of various workers. Make a collection of slides of other persons at work in various situations. After returning to school, provide dress-up clothes for various occupations. Children will dress to role play various occupations. Take slides of the children dressed as different workers. A short narration of the different jobs may be prepared by the children. Tape record it to accompany viewing the slides.

#### GROCERY SHOPPING

Prepare with the children a shopping list for making vegetable soup. Discuss how much money will be needed. Check the grocery ads in the local newspaper for prices. Take the children to the neighborhood grocery store; purchase the items on the list. Observe all the different items for sale in the store. Note the tasks of the different workers in the store. Upon returning to the classroom, children will role play these different workers. They may set up a grocery store; they may bring empty food containers for the shelves.

Be sure the children have the opportunity to make the vegetable soup.

#### VEGETABLE SOUP

Use a manila folder to write the recipe for the vegetable soup. With large lettering, children will realize that letters and words are represented. Some children will begin to recognize some of the words.

2 carrots	2 small sprigs parsley
1 celery stalk	1 can tomatoes
2 small onions	1 beef bouillon cube
2 medium potatoes	2 quarts water

1. Clean the vegetables.
2. Cut the vegetables.
3. Put all ingredients in a pan.
4. Cook until tender, about 45 minutes.
5. Eat and enjoy!

An electric fry pan may also be used. Be cautious with children involved in hot preparations.

Discuss with the children the different jobs involved from the grocery ad, the shopping, the food preparation, through the serving and consuming of the soup.

## JOBS MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### ✓ CARPENTER

Invite a parent who is a carpenter by profession, or one who does carpentry work as a hobby, to visit the classroom. Ask him to bring several tools, some screws and nails and other materials he might use. He will demonstrate how different tools are used. If he can spend a morning or afternoon in the classroom, ask him to build a simple item, such as a stool, with the children. If appropriate, the parent might repair a broken toy.

#### ✓ HELPING THE CUSTODIAN

Take a walk to the custodian's room to view the equipment he uses in his work. Ask the custodian to explain his work. Think about all the places and items in and near the school which the custodian is responsible for keeping clean and in operating condition. Help the children discover ways in which they can help the custodian. Continue during the year to help the children pick up and clean the area, assisting the custodian to make his job easier and also keeping the children's rooms neater.

### CLASSROOM HELPERS

Help the children develop a sense of responsibility for their own environment and a feeling of contributing to the welfare of others. Let the children take turns with job assignments, such as feeding the fish, passing the wastebasket, sweeping the room, dusting, watering plants, leading songs, putting away blocks, etc.

One means of organizing the assignments is with helping hands. Each child may trace his hands on construction paper. Help him print his name on his hands. The hands may then be placed in an envelope, pocket or slot next to the job to which the child has been assigned. When not in use, the hands may be stored in a box near the chart with the job assignments.



## JOB'S MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### ✓ PARENTS AT WORK

The workplace of parents of the children is a valuable field trip. Arrange with the parent beforehand the specific items and materials relating to his job which the children will find worthwhile. Even jobs which would not seem to be likely field trips are often very interesting when it is the child's own parent at work.

Perhaps a parent would come to the classroom and share his job. Afterward, the children can make pictures illustrating the person at work. Include these drawings in thank you notes to be sent to the parent who shared.

#### POLICE STATION

Arrange a field trip to the local police station. Ask to view the jail, the radio scanner, the dispatcher, etc. Ask the police officer to discuss with the children the help which police can give children if lost or in trouble. Ask to view the patrol car, with its unique equipment.

✓ Or you may invite a police officer to come to the school with a patrol car. Children will be interested in the equipment on the patrol car, the uniform which the officer wears, etc.

Some police departments have trained dogs, which can also be of interest to the children.

Stress the help and service which the police can give to children, and the need for police to be friends with children.

## JOBS MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### BARBER/BEAUTICIAN

Visit a barber or hairdresser at work. Note the equipment required for the job. Observe the shampoo, hair cut, styling, etc.

Upon returning to the classroom, role playing may occur with equipment and dolls with washable hair. Set up a pan with water; provide appropriate materials such as shampoo, comb, hairpins, curlers, barrettes, towels, etc.

#### FLORIST

Visit a floral shop. Note the equipment required and the various kinds of work done by the florist (planting seeds, transplanting, cutting flowers and making arrangements, taking orders, delivering plants and bouquets).

Later, in the classroom, children may set up a florist shop. They may plant flowers in a prepared spot outdoors, or in small containers indoors. Bean seeds as well as cuttings from prolific plants such as Ivy may be planted in quantity to provide the basis for "selling" plants.

Flowers may be made from construction paper, egg cartons, cupcake papers, and tissue paper to provide merchandise for the floral shop. Flower vases and pots may be made from clay, play dough, or bakers dough. Empty plastic containers can be decorated with tissue paper collage, contact paper scraps, fabric or paint to make flower containers. Signs for advertising and listing prices will need to be made. Construction paper money will also be necessary. The children will prepare all of these items over a period of many days.

#### SECRETARY

Bring in as many typewriters and word processors as possible. Some schools and offices have old manual typewriters they will donate for the children to use. Or arrange to borrow the equipment for several days.

Visit the school secretary to observe his equipment and work. Visit other secretaries in nearby establishments; note their equipment and work.

Provide the children with paper, pencils, paper clips, paper punches, staplers, erasers, rulers and other items secretaries use.

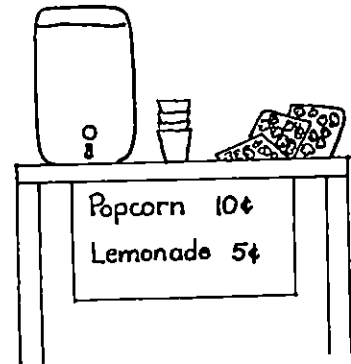
## JOB'S MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### LEMONADE/POPCORN STAND

Help the children prepare lemonade and/or popcorn to stock a snack stand. Lemonade can be made and stored in a gallon thermos which has a spigot on the side. When lemonade is purchased, the vendor can "pour" lemonade into a paper cup for the sale. Popcorn may be packaged in small sandwich bags.

Signs with the price of each item will need to be made. Play money may also be made and used. Be sure to keep the price of items for sale in a realistic range (lemonade should be five, ten or twenty-five cents).



#### HOSPITAL OR DOCTOR'S OFFICE

Collect items which would be found in a hospital or a doctor's office, such as masks, hair protectors, stethoscopes, casts, old x-rays, nurse uniforms, elastic bandages, band aids, a cot, etc. Children may take turns being patients and doctors and nurses.

#### BANK

Visit a local bank. Arrange for children to view the procedure for depositing and withdrawing money, opening checking accounts, as well as the vault where safety deposit boxes are kept, the large safe where money is stored, the coin sorting machine, checkbooks and deposit forms, and the computer terminals.

In the classroom, children may make their bank. Provide pads of paper, pencils and pens, toy money, boxes, envelopes and other items the children will use.

#### BUS DRIVER

Take the children on a ride on the city bus. The children will observe the steering wheel, gas pedal, brakes, etc. Upon returning to the classroom, they can role play, using the wood vehicles in the block corner. Furthermore, they may make clay replicas of the bus.



## JOB'S MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### COOKIE FACTORY

Discuss with the children the idea of an assembly line. If you needed to make many of one thing, what would be the most efficient way to do it? Would it be a good idea to have more persons to help? How could they help?

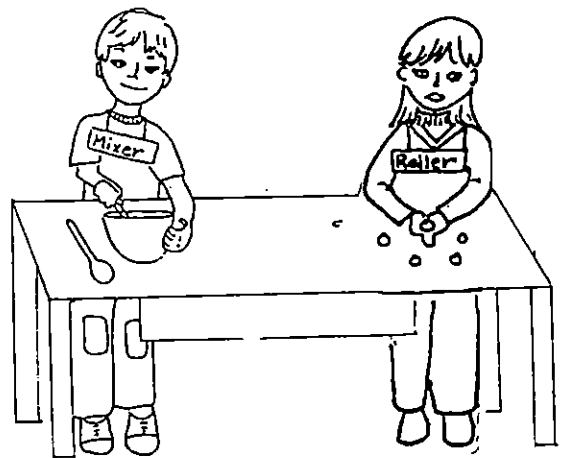
If we were going to make a great many peanut butter honey cookies, how could we do it efficiently? What would we need?

Make a list on chart paper of the different jobs needed: mixer, roller, wrapper, packager, sales and cashier. Discuss the fact that each job could be done by one or two persons with the product passed on to the next in line. This would be an "assembly line".

Set up an assembly line operation for a cookie factory. Use three long tables so there will be plenty of space for the workers. Prepare signs for each child, designating his job. If it is a small factory, only one or two children are needed for each job. However, if it is a larger operation, you will need several children for each job; therefore, more tables will be needed. Each child does only one step in the process and then passes the product on to the next child. Children may trade jobs (and exchange signs) during the experience so they may have a chance to try different jobs.

Each assembly line will need a Mixer. This child will need a sign which shows "Mixer" as he combines the ingredients. He may be able to measure the ingredients with a little assistance from the teacher. Or the teacher may pre-measure five or six sets of the ingredients and have them on a tray near the Mixer to keep the production line moving. You will determine how many batches of cookies to make in terms of the length of time you want to keep the factory in operation each day.

The Mixer will pass the product on to the Roller worker. Using his hands, he will roll the dough into small balls. He will wear a sign which shows "Roller."

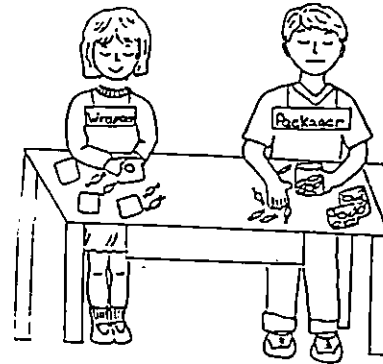


# JOB'S MAKE THE WORLD GO 'ROUND

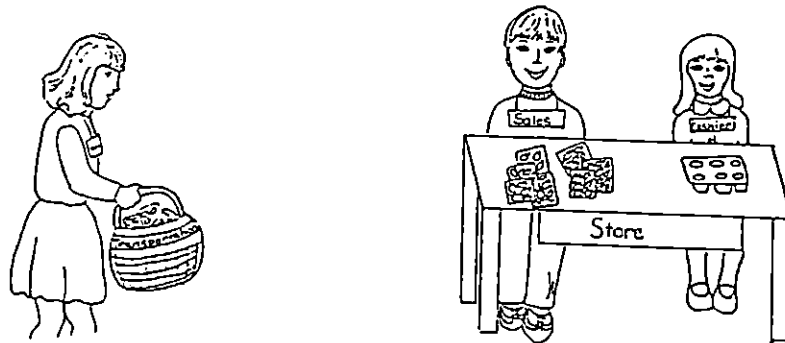
## I. Real Life Experiences

### COOKIE FACTORY (Continued)

The next two workers are the Wrapper and the Packager; their signs identify them. The Wrapper wraps the cookies individually in plastic wrap; the Packager puts the individually wrapped cookies into a box. Used, cleaned candy boxes, boxes made by the children, paperplates or trays are satisfactory.



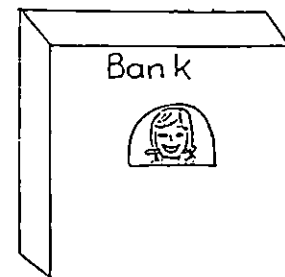
The product will need to be transported to the Store, which is another table near the Factory but not connected to it. These children have a sign which shows "Transportation." They carry the boxes from the Factory to the Store.



The children at the table for the Store will have signs which show their jobs: Sales and Cashier. The store will need advertising signs and displays indicating the product and the price.

This experience can also have a Bank with appropriate signs. Children working in the Bank can wear signs which show Teller or Banker, depending upon their job. They will lend money to the customers who are going to purchase the product at the Store.

When some of the product has been sold, the Sales clerk can deposit money in the Bank from the Store. The workers in the Factory, the Sales clerks, and the Transportation person can all go to the Bank to cash their salary checks for money which they can use to purchase the product. The children will need to take turns being customers and workers. When the original customers who borrowed money from the Bank for their purchases have worked in the Factory, they will be able to pay off their loan. The bankers can give them IOU's which can be taken back to the Bank and redeemed.



## JOBS MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### COOKIE FACTORY (Continued)

While the first batch of cookies is being mixed and rolled, the children in the Store and Bank can be making signs and preparing their place of business. The Transportation workers, Wrapper and Packager can also help make the money needed for the Bank while they are waiting for the first products to be finished.

With older children, a variation could be to have one child work as a quality inspector and "inspect" the finished product for quality of work. This would need discussion and supervision. Another variation might be to remove one person from his task because he became "sick". Discuss the consequences. Discuss the inter-dependence found in an assembly line operation. Discuss the consequences of a shortage of workers, a shortage of one of the materials, etc. Create a shortage of one material; discuss solutions.

After finishing the activity, discuss with the children their experiences and evaluation of the different jobs. How did you like what you did? What did you like to do best? How would you feel if you had to do the same job day after day?

The following no-bake Peanut Butter Honey Cookie is an excellent experience for children involved in this Cookie Factory. Other simple cookie recipes may be used. Or the children may make other simple snacks, such as Jello popcorn balls or granola mix.

#### PEANUT BUTTER HONEY COOKIES (NO-BAKE)

1 cup honey  
1 cup peanut butter  
2 cups powdered milk

Mix together carefully. Roll into balls.

This cookie does not need to be baked.

Coconut, chopped nut meats, raisins, and/or sesame seeds may be added if desired.

## JOBS MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### A DAY ON THE MALL

Visit a shopping mall; note the many different kinds of shops. Observe kinds of items for purchase.

For several days following the field trip, the children can be involved in establishing a mini-mall in the classroom. The children may dictate for the teacher to write, the different shops they will plan to create. The teacher may obtain props from various merchants and professional services. The kinds of materials available will suggest the types of shops to establish.

After the planning, the children will identify areas in the classroom for the different shops. Shelves, tables, chairs and other classroom equipment may be utilized. Signs will indicate the different shops.

Some suggested shops might be the following:

A Bank, with children in charge of making and distributing money for use in the shops.

A Toy Store, with various dolls and other toys in the classroom.

A Restaurant, with small tables and chairs for customers. Provide snacks, such as lemonade, toast, graham crackers, or fruit to be served to the customers. Menus can be printed indicating the items available. A pad and pencil may be used by the Waiters and Waitresses.

A Pet Shop, with stuffed animals for the merchandise.

A Clothing Store, using the dress-up clothes and accessories for sale.

A Shoe Store, with shoes, boots, slippers, sox, etc., from the dress-up area.

A Flower Shop, including paper and plastic flowers made by the children.

A Book Store, utilizing booklets made by the children with words dictated by the children and written by the teacher.

A Gas Station, providing gas pumps made from cardboard boxes with a piece of hose attached to the side. Maps, windshield wipers, windshield cleaner, old car keys, screw driver, pliers, and other tools associated with cars and trucks should be provided.

A Bakery, offering frosted graham crackers, cookies, and other delicacies prepared beforehand by the children.

## JOB'S MAKE THE WORLD GO 'ROUND

### I. Real Life Experiences

#### A DAY ON THE MALL (Continued)

Each child will have his assigned job in one of the shops. The Bank becomes very important, inasmuch as checks may be cashed there and loans may be obtained there. Children may make simple checkbooks, each with his name on his. And they may make paper money.

It is important that items in the shops be proportionately priced. Children will realize that some items are more expensive than others and that these items will require more pieces of their money.

A follow-up discussion may touch on the subject of needs in comparison to wants. Also, children may learn reasons for parents being unable to provide all the wants of the family.

#### YELLOW PAGES OF THE PHONE BOOK

Bring to the group the telephone book, including the Yellow Pages. Discuss the listing of most of the people who provide services in the community. Read some of the types of services offered. If children know the occupation of their parents, look up these names and services. If children do not know the occupation of their parents, the teacher could obtain that data.

#### CATEGORIZING TOOLS

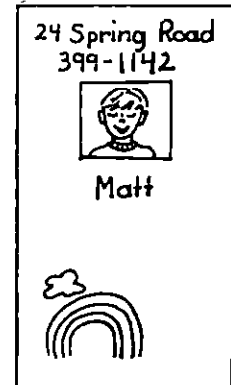
Prepare a tray of tools used in the house, in the yard, and at the carpenter workbench. Help the children identify each tool, its use, and which of the above places it most likely would be used. As the children classify each tool, they may put them in the appropriate pile. Later, these tools may be put in the housekeeping corner, the outside shed, and the carpenter table for use by children.

# JOB'S MAKE THE WORLD GO 'ROUND

## I. Real Life Experiences

### DELIVERING THE MAIL

Provide each child with a 9" x 12" manila envelope. Each child may decorate his envelope with a self-drawing, an original design, or a photo of himself. He may add his name, address, and/or telephone number. Hang the envelopes on hooks in a special place in the room. Frequently distribute the "mail," which consists of items made by one child to give to another. Items might include a crayon picture, a written letter, or a three-dimensional sculpture. The child who is giving the item will find the correct envelope in which to place it. This is one way for children to learn the names of the other children in the group.



Photographs of each child on his envelope provide one means for children to learn each other's names at the beginning of the year.

## JOB'S MAKE THE WORLD GO 'ROUND

### II. Supportive Experiences

#### COMMUNITY HELPERS BAND

What kind of music do you think a traffic officer would produce? Would it be whistles? Distribute homemade instruments and rhythm instruments which make whistling sounds. Experiment with fast and slow, as well as loud and soft sounds. Associate specific sounds with other community helpers.

The librarian's music would be quiet.

The firefighter's music would be quiet at first as they are sleeping in the fire station. Then the sound would be very loud and high pitched as the siren blows. Finally, it would be very fast as the firefighters hurry to the fire.

Letter carrier's music would be steady, like walking.

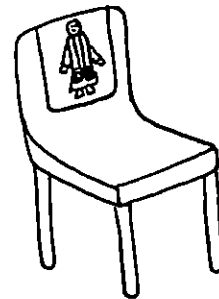
The secretary's music would be a tapping sound, like a typewriter.

#### MY JOB

Each child will make a picture of himself doing a job. Each might draw himself in an occupation. Or each might show himself helping in the kitchen, in the yard, or elsewhere.

#### MUSICAL CHAIRS

Provide a chair for each child. Tape a picture of a person doing a job onto each chair; arrange the chairs in a circle. Each child will sit on a chair. Go around the circle for each child to tell about the job pictured on his chair. Take one chair out of the circle and begin to play music. As the music is playing, the children walk around the circle of chairs. When the music stops, each child scrambles for a chair. The one child who does not find a seat should choose a chair, describe the job on it, and remove it from the circle. That child can then become part of the music by singing along or clapping or playing a rhythm instrument. Repeat until all the children have had a chance to remove a chair.



## JOBS MAKE THE WORLD GO 'ROUND

### II. Supportive Experiences

#### TRADE

Bring a basket. Place in it a credit card, a checkbook, a variety of paper money (one dollar, five dollars), coins, a savings passbook, Bean seeds, and some rocks. Discuss with the children the uses of each.

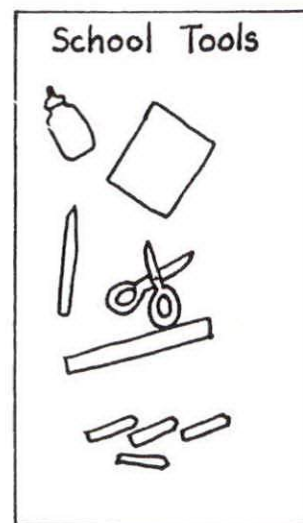
Help children consider what could be purchased in a store with these items. Would a merchant accept the Beans and rocks instead of money? Under what conditions?

#### SCHOOL TOOLS

Children will find some "tools" they use while working at school. They will find items such as glue bottles, books, pencils, scissors, rulers, crayons.

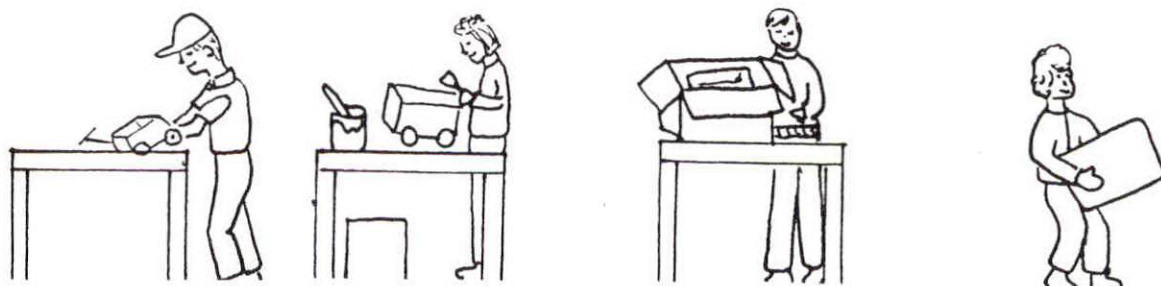
With a pencil, the children will randomly trace the objects on the paper. Color the spaces between the tools in mosaic fashion. Use different colors. A color should be repeated only when it does not touch a spot of the same color.

Tools from the housekeeping corner or workbench also could be used.



#### TOY FACTORY

A group of children may make a mural of pictures depicting the different steps in making a toy. Sheets of 9" x 12" construction paper should be used for each step. Children may draw and/or color the pictures. The first might be a worker putting together a toy. The second might be someone painting the toy. The next would be packaging the toy and, finally, a child carrying the packaged toy.





## JOB'S MAKE THE WORLD GO 'ROUND

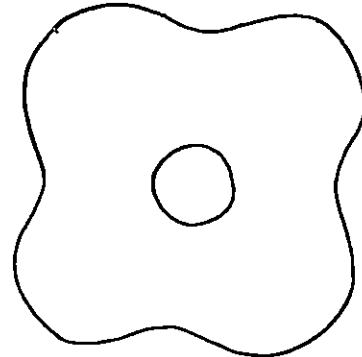
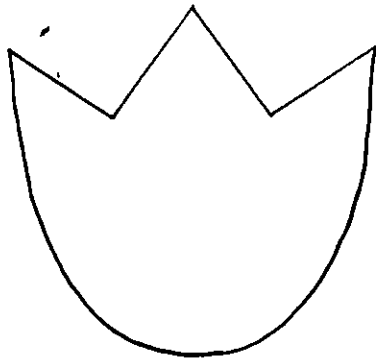
### II. Supportive Experiences

#### PUPPETS

Each child may make a picture of a particular worker. He will cut out his picture and tape it to the end of a pencil, the back of a ruler, or a popsicle stick. In groups of two, children will pretend they are the puppet and will tell their partner about their jobs.

#### PRETTY POTTED FLOWERS FOR THE FLORIST SHOP

Cover an empty coffee can with construction paper. Check the top rim to be sure it is smooth and will not cut or scratch. Provide stencils for the children to trace the shapes of tulips, daisies, clover and leaves on colored construction paper. Each child will cut out his shapes. Using plastic drinking straws, cut two slits opposite each other in one end. Squeeze a little glue around the slits to keep the flowers in place. Glue a leaf to the straw. Fill the pot half full of soil, sand or salt. Push the straw stems into the pot. Add a little Easter grass or green tissue to fill up the pots.



#### WHICH ONE DOES NOT BELONG?

Discuss with children the items we think about when we consider groceries. After they have mentioned several food items, have them cover their eyes. Put some articles of food on a tray along with some non-food items, such as soap. The children open their eyes, look at the items, and identify which does not belong. They tell the reason the item(s) do not belong. Add other items; try again.

## JOBS MAKE THE WORLD GO 'ROUND

### II. Supportive Experiences

#### FEEL AND GUESS

Provide each child with a paper bag. Each child will decorate his bag with collage materials, paints or crayons. The children will close their eyes as the teacher puts a different tool in each bag. Without looking inside the bag, the children will feel the item. When he thinks he knows what it is, he will name it, after which he will take it out of the bag to learn whether or not he is correct.

#### MAIL IT

This is a variation of Duck, Duck, Goose. The children sit in a circle. One child holds an envelope as he walks around the circle saying, "Letter" and taps children gently on the head. He selects one child to chase him; when he gets to this child he drops the letter and says, "Mail it!" They both run around the circle until they return to the letter. The chosen child becomes the new letter carrier.

#### ROCK JEWELRY

Wrap a piece of colored yarn, going in all directions, around a small, pretty rock. Knot the ends tightly. Slip one end of a long piece of yarn under a section of the wrapped yarn and pull it through. Tie the ends of the yarn, leaving the strands long enough for a necklace.

#### MAKE A RING

Telephone wire or pipe cleaners may be loosely wrapped around a finger to make a ring. The excess wire may be formed into a ball on top. Or a button may be fastened to the top of the ring.



#### JEWELRY MADE OF BAKER'S DOUGH

The following recipe makes successful necklaces and bracelets. Combine 4 cups flour, 1 cup salt and 1 3/4 cups water. Knead for 5 minutes. Form into the desired shape. Make a hole in the top end if it is to be used for hanging. Dry for several hours or bake in a 250° oven for one hour. Cool. Paint with tempera paints as desired.

## JOB'S MAKE THE WORLD GO 'ROUND

### II. Supportive Experiences

#### HENRY'S NICKEL by Michael Fenney

Henry's mother gave him a nickel to buy a treat.  
He took it to the corner store that was just across the street.

The shelves were stacked with sugar stars,  
With lemon drops and chocolate bars.

The shelves were piled with many things that Henry wished to buy.  
He looked and thought and frowned a bit and gave a little sigh.

There were so many, many things that Henry liked to eat.  
There were so many, many things and all of them were sweet.

And then he saw the toy shelf, a yo-yo and a ball,  
A spinning top and a puzzle. He wished to buy them all.

But with one shiny nickel, he knew he'd get jut one.  
So Henry made his mind up, as you or I'd have done.

He bought the thing he thought was best.  
One thing he liked more than the rest.

I don't remember what it was, I really must confess.  
But if you know what you'd have done, perhaps you just might guess.

#### FRIENDS

The attendant puts gas into our car            (pretend to use gas hose)  
So that we can drive it very far.            (hands moving steering wheel)  
She washes our window, lifts the hood.        (washing window, lifting hood)  
Checks the oil. Her work is so good.        (checking oil)

The waiter sets the table neat                (setting table)  
At the restaurant where we eat.            (eating)  
She takes our order, brings our plate.        (writing order, serving food)  
It comes so fast, we hardly wait.

The grocer stocks his shelves with care (placing items on shelf)  
To make it easier shopping there.  
He keeps his food so fresh and neat,  
Mother says his store's a treat.

The milkman drives his truck this way.    (driving truck)  
He stops at our house 'most every day.  
Brings us cool, fresh milk to drink.  
These are four helpful friends, I think.

## JOBS MAKE THE WORLD GO 'ROUND

### II. Supportive Experiences

MR. GROCER HAD A STORE (Tune: Old McDonald Had A Farm)

*✓ once a*  
~~Mr.~~ Grocer had a store. Yum, yum, yum, yum, yum.  
And in ~~this~~ <sup>that</sup> store he ~~had~~ <sup>was</sup> some milk. Yum, yum, yum, yum, yum.  
With a gulp-gulp here, and a gulp-gulp there,  
Here a gulp, there a gulp, everywhere a gulp-gulp.  
*Oh, the* ~~Mr.~~ Grocer had a store. Yum, yum, yum, yum, yum.

Other items could include Carrots (munch, munch...)  
Popcorn (pop, pop...)  
Apples (crunch, crunch...)  
Juice (sip, sip...)

### TOOLS

If you spilled flour all over the floor,  
Or found dust and leaves right next to the door,  
You wouldn't use a hammer to clean up the room,  
You'd reach for your dust pan and probably a \_\_\_\_\_.

While painting, your sister got green on the table.  
You want to clean it. I know you are able.  
You won't use an axe, a ladder, or nail,  
You'll reach for some water, a rag, and a \_\_\_\_\_.

You're helping your mother who is fixing the fence,  
But you missed with the hammer and now there are dents.  
To smooth out the lumber and finish the caper,  
Don't use a pipe wrench. Instead, use sand \_\_\_\_\_.

### LIBRARIAN

The librarian helps the visitors find  
Several good books to strengthen their mind.  
Magazines and records are stored on a rack.  
You may take some things home,  
But you must bring them back.

### HELPING THE FAMILY

I help my family by	
Sweeping the floor,	(make motion of sweeping)
Dusting the table, and	(make motion of dusting table)
Polishing the door.	(make motion of polishing)
Beating the eggs,	(make motion of operating egg beater)
Sifting the flour, and	(make motion of sifting)
Pounding the pegs,	(make motion of hammering)
'Til my bedtime hour.	

JOBS MAKE THE WORLD GO 'ROUND

II. Supportive Experiences

HELPFUL FRIENDS

The police officer stands so tall and straight. (stand tall)  
 Holds up her hand for cars to wait. (hold hand with palm straight)  
 Blows her whistle, "Tweet! Tweet!" (whistle shape with mouth)  
 'Til I'm safely across the street.  
 Letter carriers haul a very full pack (arms by one shoulder)  
 Of letters and packages upon their back. (carry pack)  
 Step, step! Now ring, ring, ring! (walk and finger on doorbell)  
 Oh, what surprises they will bring!

JOHNNY WORKS WITH ONE HAMMER

Johnny works with one hammer,  
 Johnny works with one hammer,  
 Now he works with two.  
 Johnny works with two hammers,  
 Johnny works with two hammers,  
 Two hammers, two hammers.  
 Johnny works with two hammers,  
 Johnny works with two hammers,  
 Now he works with three.  
 Johnny works with three hammers,  
 Johnny works with three hammers,  
 Three hammers, three hammers.  
 Johnny works with three hammers,  
 Johnny works with three hammers,  
 Now he works with four.  
 Johnny works with four hammers,  
 Johnny works with four hammers,  
 Four hammers, four hammers.  
 Johnny works with four hammers,  
 Johnny works with four hammers,  
 Now he works with five.  
 Johnny works with five hammers,  
 Johnny works with five hammers,  
 Five hammers, five hammers.  
 Johnny works with five hammers,  
 Johnny works with five hammers,  
 Now he goes to sleep.  
 (rest head on two hands)  
 (pound with two fists, two feet and one head)  
 (hold five fingers)  
 (pound with two fists and two feet)  
 (hold five fingers)  
 (hold four fingers)  
 (pound with two fists and one foot)  
 (hold four fingers)  
 (hold three fingers)  
 (pound with two fists and one foot)  
 (hold three fingers)  
 (hold two fingers)  
 (pound with both fists)  
 (hold three fingers)  
 (hold two fingers)  
 (pound with one fist)  
 (hold two fingers)  
 (hold one finger)

THE STEAM SHOVEL

The steam shovel scoops open its mouth  
 so-o-o-o-o-o-o wide.  
 Then scoops up the dirt  
 And lays it aside.  
 (scoop with hands)  
 (open mouth wide)  
 (scoop with hands)  
 (empty hands in pile)

## JOBS MAKE THE WORLD GO 'ROUND

### II. Supportive Experiences

#### YOUR WASHING MACHINE

You can take your dirty clothes  
And throw them in a tub,  
Grab a bar of soap and board,  
And scrub, and scrub, and scrub.

(pick up clothes and  
throw in tub)  
(grab soap and washboard)  
(scrub)

Learn to use the washing machine  
At the laundromat.  
It'll clean your clothes  
in half the time.  
Now what do you think of that?

(lift machine lid, put in  
clothes and soap)

#### THE POSTAL CARRIER

The whistling postal carrier swings along.  
Her bag is deep and wide.  
And messages from all the world  
Are bundled up inside.

The postal carrier is walking up our street.  
Soon now she'll ring my bell.  
Perhaps there will be a letter from Asia.  
Who can tell?

#### LIKE ME

A garbage man is a garbage man  
Who rattles and bangs the garbage can.  
Like me.

A police officer is a police officer  
Who carries a club in her hand.  
Like me.

The letter carrier carries a bag. Like mine.  
And all of them always have a good time.  
Like me.

#### "P" IS THE PROUD POLICE OFFICER

"P" is the proud police officer  
With buttons polished neat.  
She's pleased to put her hand up  
When you want to cross the street.  
By daylight she protects you.  
She protects you through the dark.  
And she points the way politely  
To the playground in the park.

## JOBS MAKE THE WORLD GO 'ROUND

### II. Supportive Experiences

#### MY POLICEMAN

He is always standing there  
At the corner of the Square.  
He is very big and fine  
And his silver buttons shine.

All the cars and taxis do  
Everything he tells them to.  
And they little errand boys  
When they pass him make no noise.

Though I seem so very small,  
I am not afraid at all.  
He and I are friends, you see,  
And he always smiles at me.

#### THE TOLL TAKER

Roll down your window,  
Hand the man a dime.  
We're coming to the toll booth  
And we're next in line.

Will the man say, "Thank you?"  
Will the man smile?  
Won't he even look at me  
Just for a while?

Child, he's busy counting.  
Child, he's making change.  
But can't he even look at me?  
Life is very strange!

#### THE COBBLER

Crooked heels and scruffy toes  
Are all the kinds of shoes she knows.

She patches up the broken places,  
Sews the seams and shines their faces.

## JOBS MAKE THE WORLD GO 'ROUND

### II. Supportive Experiences

#### THE DENTAL ASSISTANT

I'd like to be a dental assistant, with a plate upon the door.  
And a little bubbling fountain in the middle of the floor.  
With lots of tiny bottles all arranged in colored rows.  
And a page boy with a line of silver buttons down his clothes.

I'd love to polish up the things and put them every day  
Inside the darling chests of drawers all tidily away.  
And every Sunday afternoon, when nobody was there,  
I should go riding up and down upon the velvet chair.

#### THE ICE CREAM MAN

When summer's in the city.  
And bricks are a blaze of heat,  
The Ice Cream Man with his little cart  
Goes trundling down the street.

Beneath his round umbrella,  
Oh, what a joyful sight,  
To see him fill the cones with mounds  
Of cooling brown or white!

Vanilla, chocolate, strawberry,  
Or chilly things to drink  
From bottles full of frosty fizz,  
Green, orange, white or pink.

His cart might be a flower bed  
Of roses and sweet peas,  
The way the children cluster round  
As thick as honeybees.

#### WHEN WE GROW UP

When we grow up, when we grow up,  
We want the world to be  
A place of friendly people  
With room for you and me.

Doctor, lawyer, ice cream scooper, cook, tailor,  
Trash collector, governor, gardener, shoemaker,  
Mother, father, teacher, dancer, baker, builder,  
Plumber, artist, scientist, football player.

The world needs us all to carry it along,  
To build its bridges, sing its songs,  
To feed its children, to cheer its sad,  
To paint its pictures, to make it glad.



II. Supportive Experiences

WHAT DID THE BEAR SEE? (Tune: The Bear Went Over the Mountain)

The bear went over the mountain.  
The bear went over the mountain.  
The bear went over the mountain. ✓  
And what do you think he saw?

He saw a bus driver.  
He saw a bus driver.  
He saw a bus driver  
Stopping at a bus stop.

He saw a police officer.  
He saw a police officer.  
He saw a police officer  
Helping children across the street.

He saw a letter carrier.  
He saw a letter carrier.  
He saw a letter carrier  
Delivering letters to a home.

He saw a firefighter.  
He saw a firefighter.  
He saw a firefighter  
Putting out the fires.

I'M GOING TO BE A FOOTBALL PLAYER

I'm going to be a football player  
When I grow up.

I'm going to kick that football  
When I grow up.

You'll watch me at the game.  
You'll see my speed and strength.

I'm tackling right now  
So I can be a football player.

When I grow up.

III. Challenging Experiences

WHO AM I?

I like to show children what to do.  
I teach math and reading too.  
Who am I? (teacher)

We go to school and learn to read.  
Extra help we sometimes need.  
Who are we? (students)

We're part of the team and we like to play.  
Sometimes we have work to do each and every day.  
Who are we? (students)

I like to sweep and shine the floors.  
I'm the one who locks the doors.  
Who am I? (custodian)

I was a teacher, but now I'm not.  
I'm in charge of the school and help a lot.  
Who am I? (principal)

I clean the windows and check the heat,  
And try to keep the building neat.  
Who am I? (custodian)

I check your eyes and see what you weigh,  
I hope you are healthy every day.  
Who am I? (doctor or nurse)

WORD CONCENTRATION

Print the following words on index cards. Children find the two which are the same. A more difficult level would require the child to say the word.

police officer	police officer	carpenter	carpenter
letter carrier	letter carrier	custodian	custodian
mother	mother	teacher	teacher
father	father	principal	principal
clerk	clerk	barber	barber
florist	florist	secretary	secretary
doctor	doctor	bus driver	bus driver
cashier	cashier	baker	baker
waiter	waiter	firefighter	firefighter

## JOBS MAKE THE WORLD GO 'ROUND

### III. Challenging Experiences

#### CAREER RUMMY

A rummy card game can be made with index cards. For each career, use three cards about it. One card will have the name of the career, another card will have the name of the function, and the third card will have the name of a tool associated with that career. To be self-correcting, each card will contain in smaller print the words of the other two cards.

Police officer	Helps children cross the street	Whistle
Letter carrier	Delivers letters	Mail bag
Doctor	Takes temperatures	Stethoscope
Bus driver	Drives bus	Bus
Firefighter	Puts out fires	Fire hose
Carpenter	Builds furniture	Hammer
Cashier	Collects money	Cash register
Baker	Makes bread and cookies	Rolling pin
Custodian	Cleans floors	Broom
Waiter	Serves food at restaurants	Order pad

#### FIND THE MISSING LETTER

Print the following words on index card, but omit a letter. Leave space for that missing letter. Print the following letters on small cards to fit the missing space.

o r t v g p s k d t

p lice officer  
letter car ier  
doc or  
bus dri er  
firefi hter  
car enter  
ca hier  
ba er  
custo ian  
wai er

#### CREATE-A-STORY

Provide the child a book cover about an occupation. The child will create a story about the pictures on the cover. The story may be taped on a recorder and/or dictated to the teacher to be written. Or the child might copy the words. The child may illustrate her story.

III. Challenging Experiences

HIDDEN WORDS

Find the following words which are hidden below. Circle them. Remember, they may be horizontal, vertical or diagonal in the puzzle.

police  
doctor  
bus driver  
firefighter  
carpenter  
cashier  
baker  
custodian  
waiter  
teacher

p	o	l	i	c	e	z	d	x	b	c	c
c	a	s	h	i	e	r	o	o	u	p	u
b	c	w	e	d	f	g	c	i	s	h	s
t	e	a	c	h	e	r	t	j	d	k	t
l	m	i	n	o	p	q	o	r	r	s	o
t	u	t	b	a	k	e	r	v	i	w	d
x	y	e	z	a	b	c	d	e	v	f	i
f	i	r	e	f	i	g	h	t	e	r	a
g	c	a	r	p	e	n	t	e	r	h	n
i	j	k	l	m	n	o	p	q	r	s	t

CAREER BEGINNING

Print each of the following letters on index cards:

p d b f c c b c w t

Print each of the following words on another set of cards:

police doctor bus firefighter carpenter cashier  
baker waiter custodian teacher

The child will find the letter which is the beginning of the word for that career.

JOBS MAKE THE WORLD GO 'ROUND

III. Challenging Experiences

CAREER SCRAMBLE

Unscramble the letters to make a word which means a career.

p o c i e l

o r t o c d

s b u d v i r e r

g f h i t r r e e f i

c n a t r e p r e

r e i h s a c

r a e k b

u c t s d o a n i

r e t i a w

t c e e h r a

Here are the possibilities: baker      carpenter      cashier  
custodian      doctor      firefighter      bus driver      police  
teacher      waiter

# TRANSPORTATION

## UNIT IV

### CREATIVE LEARNING:

### A CURRICULUM FOR PREPRIMARY CHILDREN



*THE CHILDREN'S HOUSE*

TRANSPORTATION

Table of Contents

<u>Learning Experience</u>	<u>Page</u>
ABC Train.....	25
Airplane.....	34
Airplane, The.....	35
Airplane Trip.....	6
Airport.....	4
At the Curb.....	37
Auto Song.....	33
Axles.....	25
Before the Automobile.....	20
Blocks.....	30
Bottle Trucks.....	27
Bus, The.....	32
Bus Trip.....	1
Cardboard Box Trucks.....	27
Care of Cars.....	2
Car Match.....	23
Children's House Bus, The.....	28
Choo-Choo Train.....	35
Click-Clack.....	34
Conversation.....	31
Design a Vehicle.....	28
Down By The Station.....	33
Engine .....	34
Engine On The Track.....	34
Field Trips.....	1
Fire Truck.....	3
Five Little Sailors.....	33
Follow the Footsteps.....	20
Gliders.....	18
Graphing.....	20
Graphing.....	30
Grocery Truck.....	3
Helicopters.....	26
Hot Air Balloons.....	24
How Do We Go?.....	40
How Food Gets To Us.....	7
Imaginary Trip.....	22

# TRANSPORTATION

## Table of Contents

<u>Learning Experience</u>	<u>Page</u>
Jets.....	29
Jet, The.....	39
Litter Bags.....	29
Little Jack Horner.....	37
Look Both Ways.....	37
Model Trains.....	31
Neighborhood Map.....	31
Paper Hats.....	30
Parachutes.....	30
Parking Lot.....	5
People Movers.....	39
Pilot.....	4
Pinwheels.....	26
Plains, Rockets, and Jets.....	38
Post Office Truck.....	3
Railroad Station.....	4
Riding In A Wagon.....	37
Road Safety.....	5
Rocket Ship.....	26
Rocket, The.....	35
Rollers.....	25
Rowboat.....	24
Safety.....	31
Safety Signs.....	38
Safety Song.....	38
Sailboats.....	24
Sailboats.....	27
School Bus Driver.....	1
School Bus Trip.....	6
Service Station.....	6
Soap Boat.....	31
Spaceship Launch.....	23
Space Trip.....	21
Suitcase.....	28



# TRANSPORTATION

## Table of Contents

<u>Learning Experience</u>	<u>Page</u>
Take A Trip.....	25
Take A Trip.....	38
Taxi.....	3
Television Transportation.....	18
Ten Jolly Sailor Boys.....	36
Ten Little Sailors.....	36
There Are So Many Ways of Going Places.....	40
Tire Tracks.....	21
Traffic Light Game.....	29
Traffic Lights.....	22
Train.....	33
Train Ride.....	6
Trains.....	39
Trains In Motion.....	35
Train, The.....	33
Transportation Beginning.....	43
Transportation Books.....	24
Transportation Bulletin Board.....	7
Transportation Concentration.....	18
Transportation Endings.....	42
Transportation Mobile.....	22
Transportation Mural.....	32
Transportation Punctuation.....	41
Transportation Rhyme.....	43
Transportation Safety.....	19
Transportation Toys.....	5
Transportation Vowels.....	41
Transportation Words.....	44
Travel Booth.....	5
Trucks.....	40
Truck Walk.....	19
Trucks Work Hard.....	27
Types of Cars.....	2
Vacation Trip.....	19
Visit A Bus Station.....	2
Visit A Farm.....	1

TRANSPORTATION

Table of Contents

<u>Learning Experience</u>	<u>Page</u>
Walking Home.....	37
Wheel Chairs.....	4
Wheel Sort.....	23
Wheel Toys.....	2
Where Go The Boats?.....	39
Windshield Wipers, The.....	32
Windsock.....	29
Winter Transportation.....	4
Woodworking.....	29

## TRANSPORTATION

### I. Real Life Experiences

#### FIELD TRIPS

There are many places in the community which children can visit and learn about how we get from one place to another. Each community has different resources. You might want to try one or more of the following: airport, heliport, bus station, train depot, elevated railway, urban transportation center, subway station, school bus garage, harbor, grain elevator with semi trucks, nursing home with wheel chairs, county highway department, local towing service, hot air balloon terminal, taxi garage, new car dealer, bicycle shop, moving company. Visit the site yourself beforehand; make arrangements with the persons in charge before you bring the children. Stress safety and learning experiences for the children when they visit.

#### VISIT A FARM

Visit various types of farms to learn about different types of transportation. Visit a dairy farm when the milk truck is loading. Discuss how milk is transported and where it will be taken. How does the milk get from the farm to the dairy to the store? How does it get to the family table? Visit a grain farm and climb into a dump truck or pickup truck. What are these trucks used for? Write a composite thank you note with the children after the trip.

#### SCHOOL BUS DRIVER

Invite a school bus driver to visit. The bus driver can explain his job and the responsibilities of the driver. This would be an excellent time to review the safety rules on a bus. The different types of buses could be discussed. If possible, ask the bus driver to bring along a bus. Inspect the bus. Sit in the seats and again review the safety rules. Also, discuss the rules for getting on and off the bus and where to wait for the bus.

#### BUS TRIP

Take a ride on the city bus to a shopping center. Have each child pay the fare to the bus driver. While at the shopping center, ride an escalator and an elevator. Return to school on the bus and write a composite language experience story about the trip together. Post the story in an area where children and their parents may read the story together. The children may be young enough to ride the bus free, or it may be possible to make arrangements with the bus company for a single reduced fee for the group.

## TRANSPORTATION

### I. Real Life Experiences

#### VISIT A BUS STATION

Visit a cross-country bus station. Discuss with the children the fact that this type of bus will take people almost anywhere in the United States. This bus has different features than the school bus or the city bus. Why is this bus different? Look at the time schedules for buses departing and arriving. How long does it take to go to several different destinations? Where is the luggage kept on these trips? Upon returning to the classroom, write an experience story as a group about the trip and review the things which the children have seen.

#### TYPES OF CARS

Take the children on a walking trip to a busy intersection to see how many different types of vehicles are passing. After the walk, discuss what was seen. Talk about the safety rules for pedestrians and for the drivers. What are some different types of vehicles? Different types of cars? What do we use cars for? How does a car run? Where do we travel in cars? Where do you think all of the people were going in the vehicles we observed at the intersection?

#### CARE OF CARS

Arrange a visit to a gas station or garage to observe how cars are taken care of. Watch a tire being changed. What are the things which need to be done to keep a car in good running condition? Look closely at the engine of a car. The attendant may put a car on the hoist and raise it, so the children can see what a car looks like underneath. It is important for the children to realize that checking the oil and providing gas is necessary for the car to run. Use correct terminology in discussing the most obvious parts of the car.

#### WHEEL TOYS

Take the children on a walk through the room or on the playground, looking for all the equipment and toys which have wheels. Which toys have two wheels? How about three-wheel toys? Which toys have four wheels? Name the toys. Use these toys outdoors. See how many of these toys can be ridden by the children. What other toys have wheels? If possible, have a few toys without wheels (such as large inner tubes, sleds, etc.) for children to discover these differences.

## TRANSPORTATION

### I. Real Life Experiences

#### POST OFFICE TRUCK

Visit a post office to see the mail trucks unload the mail to be canceled and sorted and then loaded to go to other cities or to storage boxes for delivery to homes in the city. Ask a letter carrier to show the children the mail truck. Let the children look inside the door. What is inside? Where is the steering wheel? Does the driver sit on the right side or the left side? How is that different from where your parents sit when they drive the family car?

Children could send a letter to each other with the address at the school. It would be interesting for the children to count the number of days required for the letter to be delivered.

Ask to see the larger mail trucks where the canceling and sorting of mail is done right on the truck.

#### GROCERY TRUCK

Pre-arrange with a store manager to visit a grocery store at a time when delivery trucks are bringing food to the store. Find a safe place to stand but where good learning may occur. Arrange for the children to go into the storeroom after the delivery, to see where the boxes are stored. Investigate the refrigerator truck. How does it feel? Why is it kept so cold?

#### TAXI

Invite a taxi driver to visit the children. Be sure he brings his taxi. Take the children to the spot where the taxi is parked. Ask the driver to show how the meter as well as the special radio operate. Discuss why some people use a taxi.

#### FIRE TRUCK

Invite a firefighter to bring one of the fire trucks to the school grounds. Often during fire prevention week, fire departments will schedule visits. Ask the firefighter to show the children the tools, hoses, clothing, ladder, etc., and how they are stored on the truck. Listen to the siren. Perhaps the children could sit in the cab and climb onto the back of the truck. Discuss fire safety with the firefighter; learn how fires are reported.

## TRANSPORTATION

### I. Real Life Experiences

#### AIRPORT

Visit an airport to observe airplanes take off and land. The children can get a closer look at the airplanes in the hanger. Therefore, if possible, arrange a visit to the hanger. Allow children to board a plane to observe it from the inside. Make these arrangements in advance with the airport manager.

#### PILOT

Invite a pilot and/or flight attendant to visit the classroom. He will discuss his responsibilities. Ask him to wear his uniform and bring some tools and other equipment used on his job.

#### RAILROAD STATION

Visit a railroad station. Plan the visit to coincide with the arrival or departure of a freight or passenger train. Allow children to explore the station to see what it contains. Point out the waiting room, ticket agent, luggage racks, lockers and other points of interest. The children can watch while a passenger purchases a ticket, checks his baggage, and boards a train. Pre-arrange with the station agent the opportunity for children to board a train, a caboose, etc. Have parents assist in arrangements and supervision so children will have a train trip from one destination to another. Arrange for parents to drive to the next destination, meet the group, and drive them home. This experience is well worth the effort if there is a passenger train which stops in your town.

#### WINTER TRANSPORTATION

Bring in some forms of transportation used in colder climates during the Winter months, such as cross country skis, snowshoes, ice skates, downhill skis, snowmobile, various types of sleds. Explain the purposes of using these modes of transportation. Help children learn that sometimes these items are used for practical purposes and sometimes merely for fun.

#### WHEEL CHAIRS

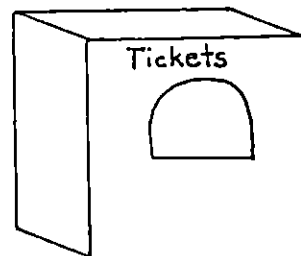
Invite a person who uses a wheel chair to visit the classroom. Ask the visitor to explain how the wheel chair operates and how he uses it. Have another wheel chair in the room (borrow from a hospital). Allow children to investigate it and learn how it operates. Allow the children to give and receive rides in this chair.

## TRANSPORTATION

### II. Supportive Experiences

#### TRAVEL BOOTH

A travel booth learning center will allow the children to experience buying and selling travel tickets. There can be bus tickets, airplane tickets, boat tickets, etc., for sale in the booth. Needed will be play money which the children can make from construction paper. Also needed will be travel brochures, travel schedules, luggage, and accessories for the trip.



#### TRANSPORTATION TOYS

Have the children bring different transportation toys to school. Discuss each one in terms of its representation. List each form of transportation represented; discuss the experiences the children have had on these different forms of travel.

#### ROAD SAFETY

Make or purchase some traffic signals and road signs. Set up different traffic patterns. Make lines on the sidewalk with chalk or use a length of rope for a highway divider. Children make take turns serving as the safety officer who checks on drivers and issues tickets to those who break rules. Provide the safety officer with a hat, whistle, note pad and pencil. A driver may need to lose his driver's license for a time because of careless driving. Children may each make his driver's license from rectangles of tagboard. Each child may put his name on his license and add a picture of himself. Tricycles and wagons may be used for the vehicles for this experience.

#### PARKING LOT

Set up a parking lot where tricycles, wagons, etc., can be parked while the driver is gone. Provide tagboard for children to make checks and money. Make signs with the parking fee, and parking hours, listed. Children may take turns being the parking lot attendant.

## TRANSPORTATION

### II. Supportive Experiences

#### AIRPLANE TRIP

Arrange the interior of an airplane, using chairs to represent the seats. Put four or six chairs in a row, with an aisle in the middle. Have several rows. Put two chairs in front to represent the cockpit. A cardboard box makes a good instrument panel. Children can crayon dials and gauges on the box. Attach buttons, knobs and other accessories to the panel.

Set up the ticket booth to sell tickets and check in luggage. Children can take turns being travelers, flight attendants, the pilot and the co-pilot. Have magazines for the flight attendant to hand out. Snacks, such as crackers and juice--or granola bars--may be served by the attendant. An in-flight film may be shown. The pilot may announce the features to be seen from the plane window, such as the Grand Canyon, mountain peaks or ranges, rivers, lakes, local areas, etc.

#### SCHOOL BUS TRIP

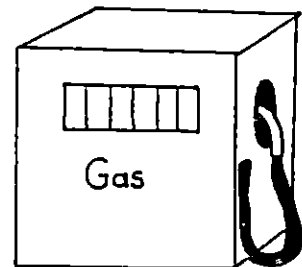
Set up chairs or boxes in rows to be used as seats on the school bus. The teacher may be the bus driver, explaining that real bus drivers are always adults who know how to drive buses very well. Later, children can take turns being the driver, a passenger waiting for the bus, a passenger getting on the bus, riding to school, getting off the bus at school, pretending to be at school, riding home, getting off the bus at the corner near home, walking home.

#### TRAIN RIDE

Set up chairs in two rows with an aisle between. These will be seats on the train. Role play with children taking turns being the conductor, engineer, and passengers. Set up a chair and instrument panel at the front of the train for the engineer. Talk about the different parts of the train: the engine, cars, caboose, track, etc. Describe what you see from the window. Set up the ticket booth to sell tickets and to check luggage.

#### SERVICE STATION

Help the children make a service station, using an oblong carton and a length of garden hose for the gas pump. Tricycles, wagons, toy trucks, etc., can stop at the station for service. There will be need for station attendants to pump gas, check oil and tires, repair loose parts with a pliers, wash windshields, etc.





## TRANSPORTATION

### II. Supportive Experiences

#### BOATS

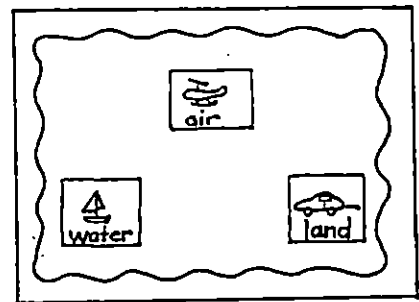
Discuss with children what are some of the different types of boats. Suggestions might be canoe, ship, row boat, sailboat, tugboat, raft, etc. Discuss which ones have motors, how they are different, how they move, etc. If possible, bring a small canoe, inflatable raft, or row boat into the classroom. If you are near water, visit a harbor or marina. Perhaps there is a boat repair shop or sales display nearby which the class can visit. During certain times of the year, there are boat shows which the class should visit. View a variety of boats; discuss differences in size, use, how they move, etc.

#### HOW FOOD GETS TO US

Set aside a special time to serve the children foods such as chocolate, cocoa, bananas, pineapple, or coconuts. Help children discover that these foods are raised in warm climates. Often they are brought to our country by cargo ship. Serve fish, lobster, crab, etc. Discuss the fact that these probably were caught in nets by fisherpersons. Check with resource people, stories at the library, and other sources to learn other foods which are imported from other countries.

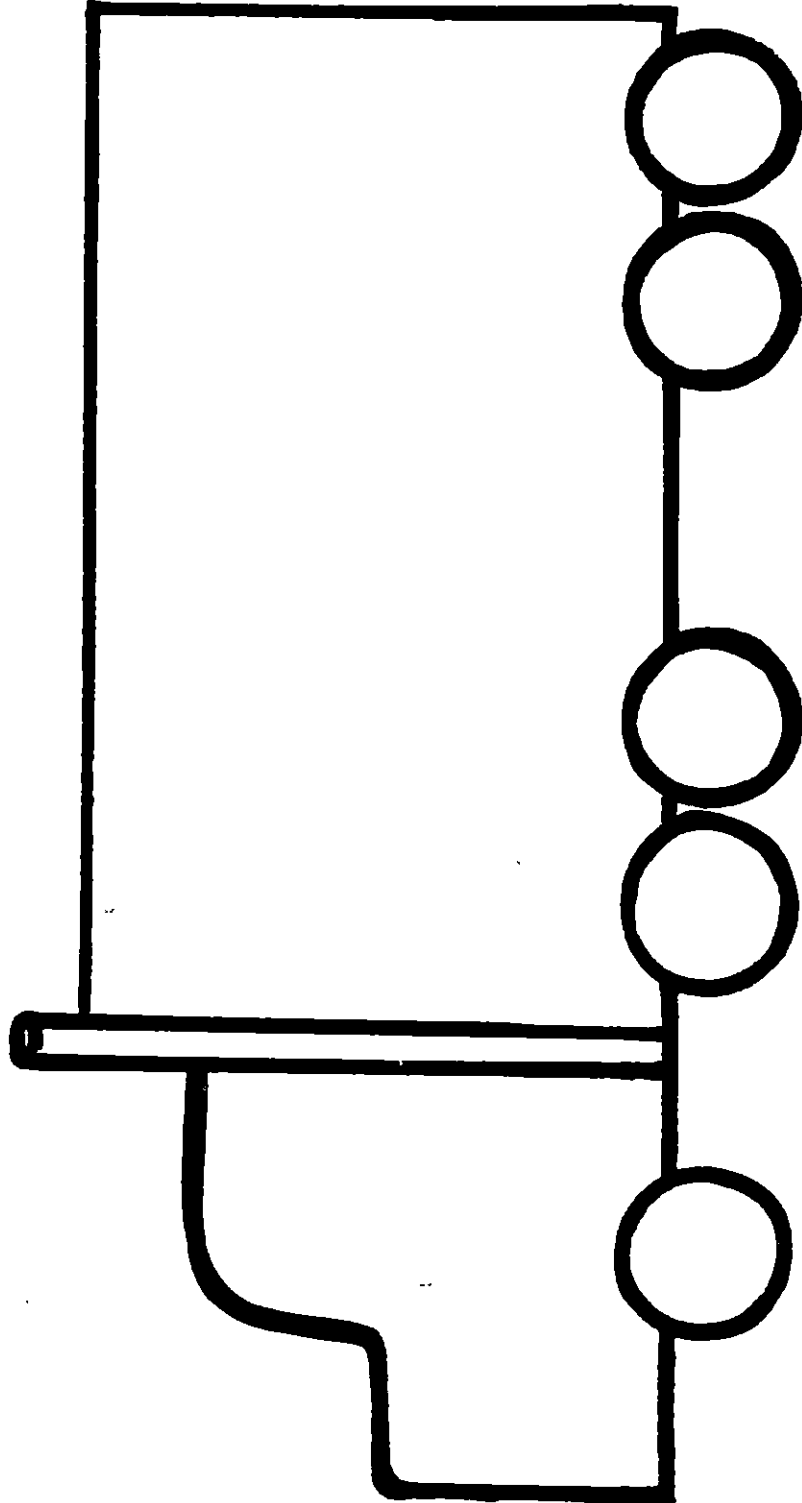
#### TRANSPORTATION BULLETIN BOARD

Set up a bulletin board to show various methods of transportation. The children can help classify and group transportation according to whether it is used on air, water or ground. The bulletin board should be manipulative, so the children can re-arrange the items and learn from this process. Make the bulletin board be self-correcting, with colored circles on the back of each item which correspond with the colored circles representing air, water and ground. The following figures may be used or cut transportation items from magazines or travel brochures and laminate them.



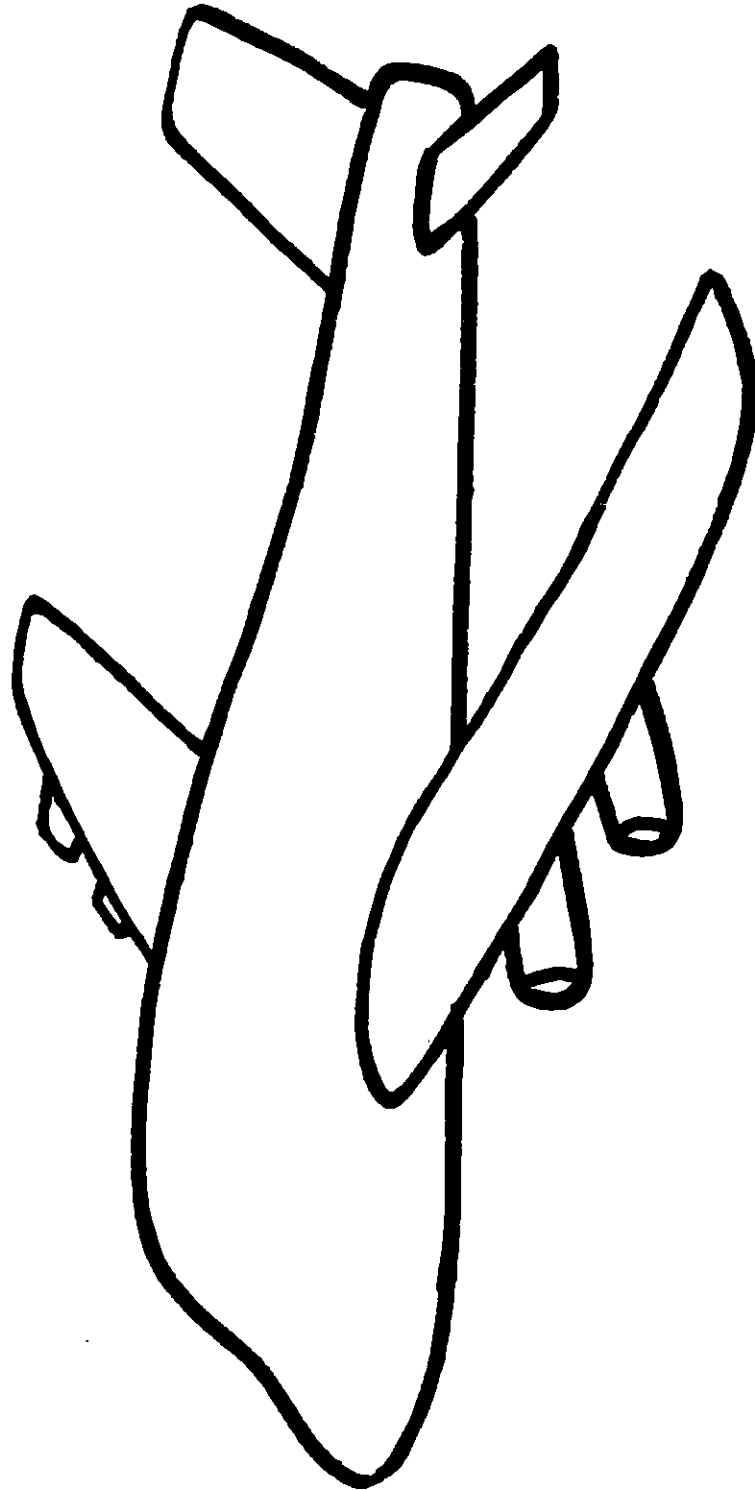
TRANSPORTATION

II. Supportive Experiences



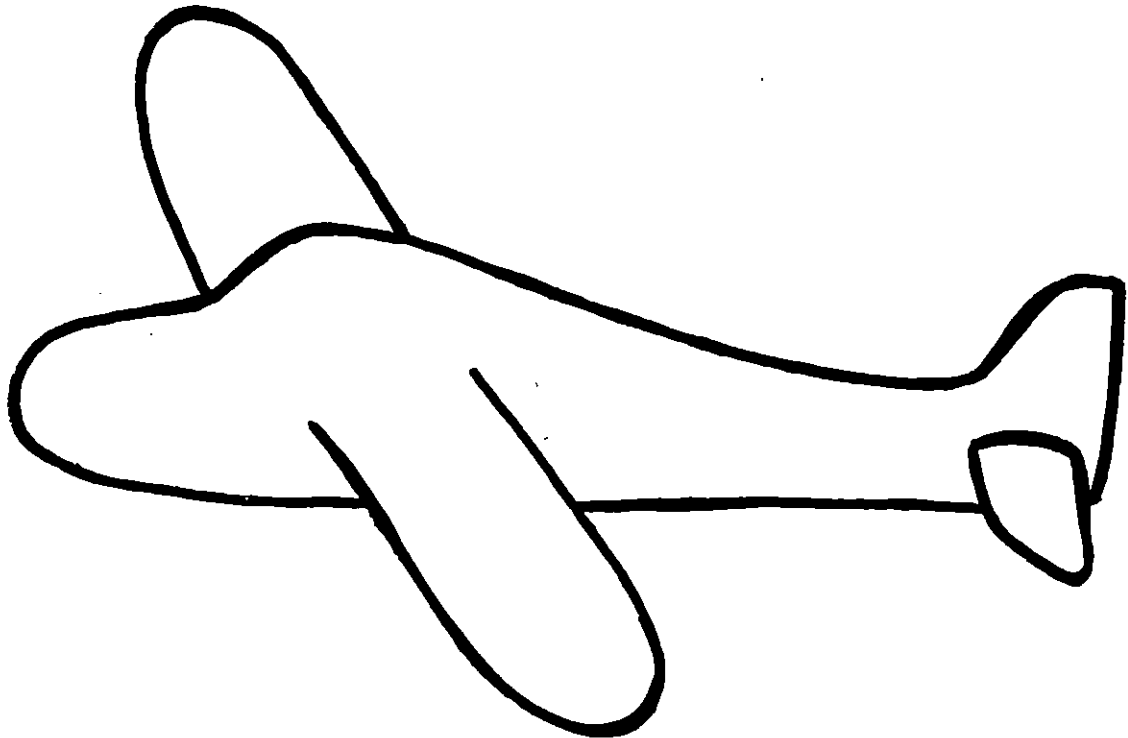
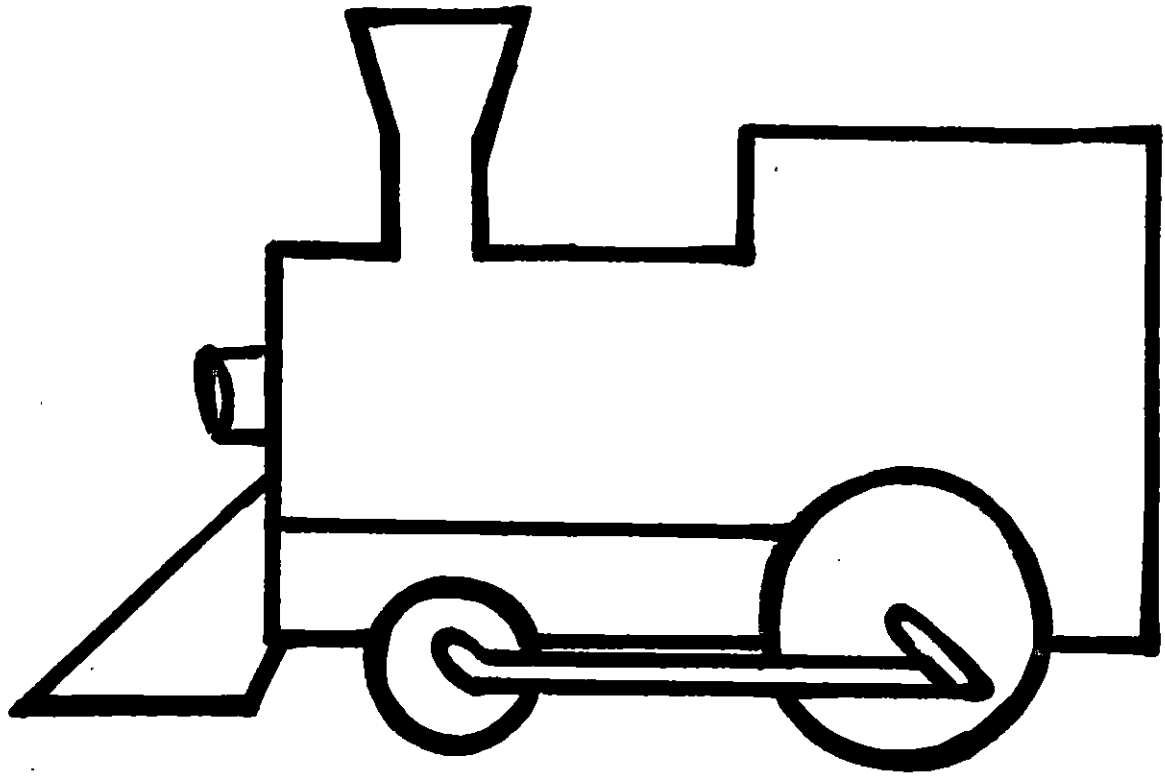
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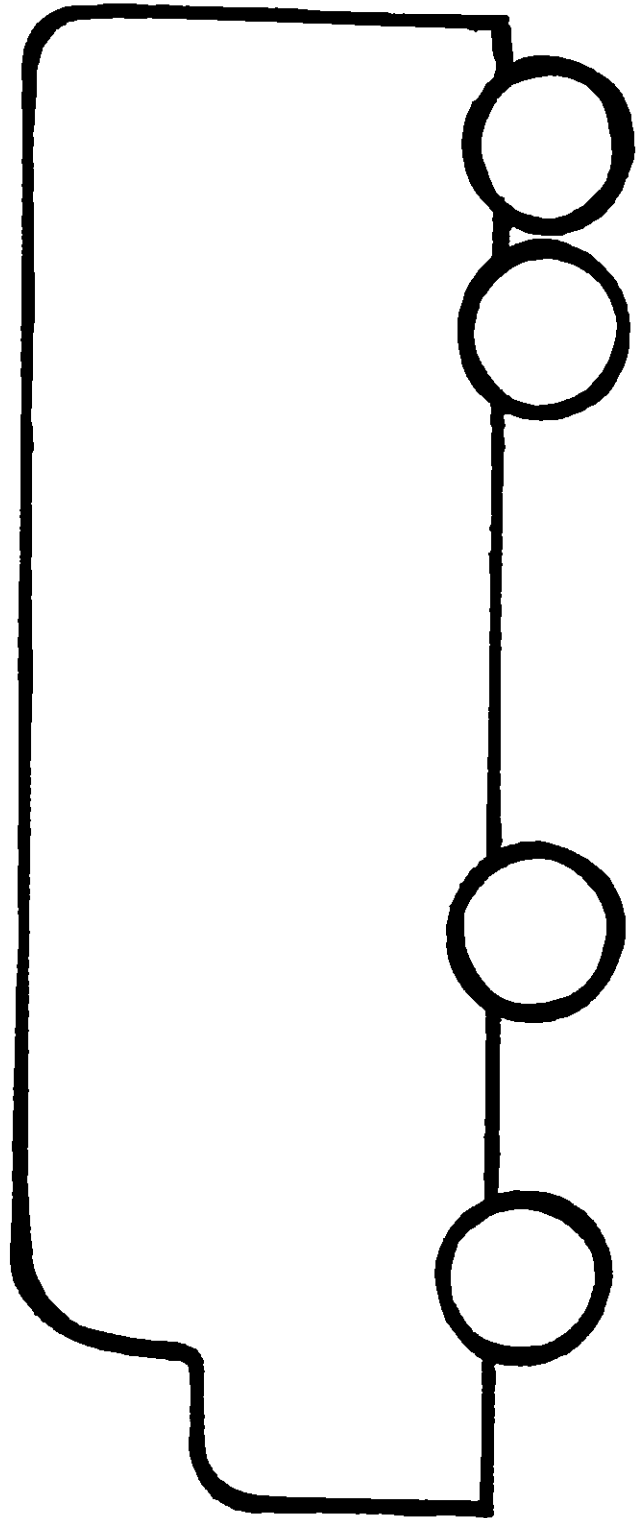
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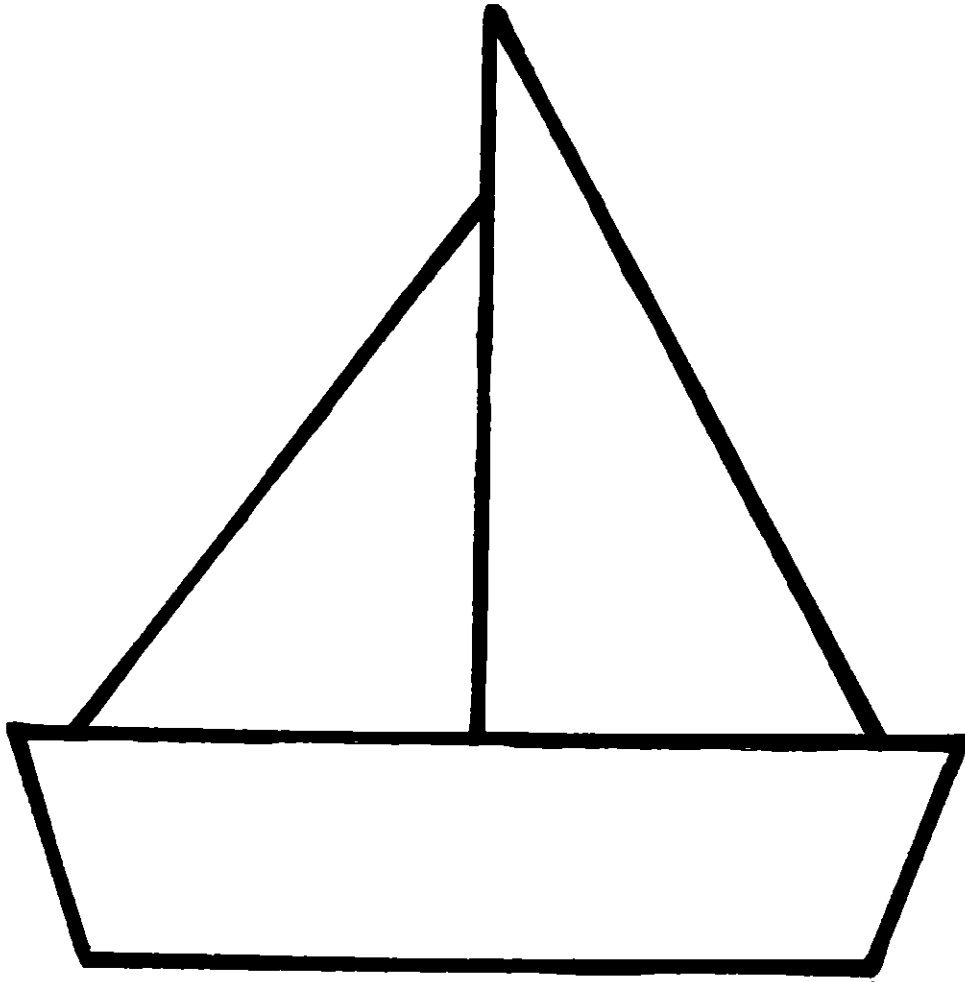
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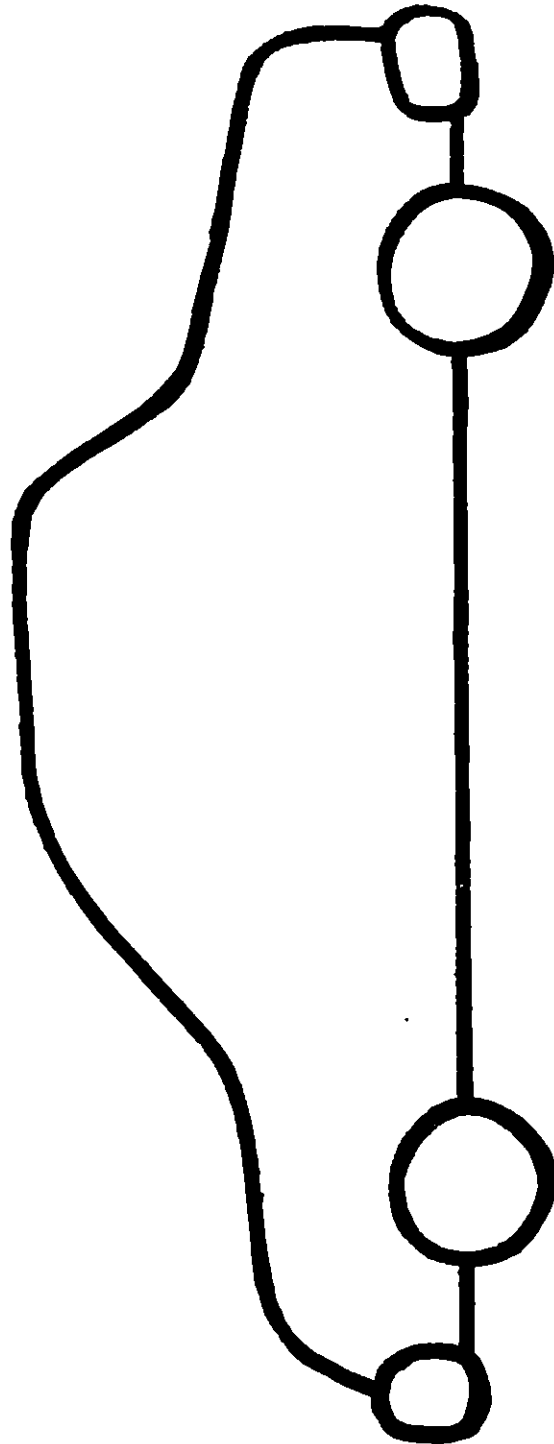
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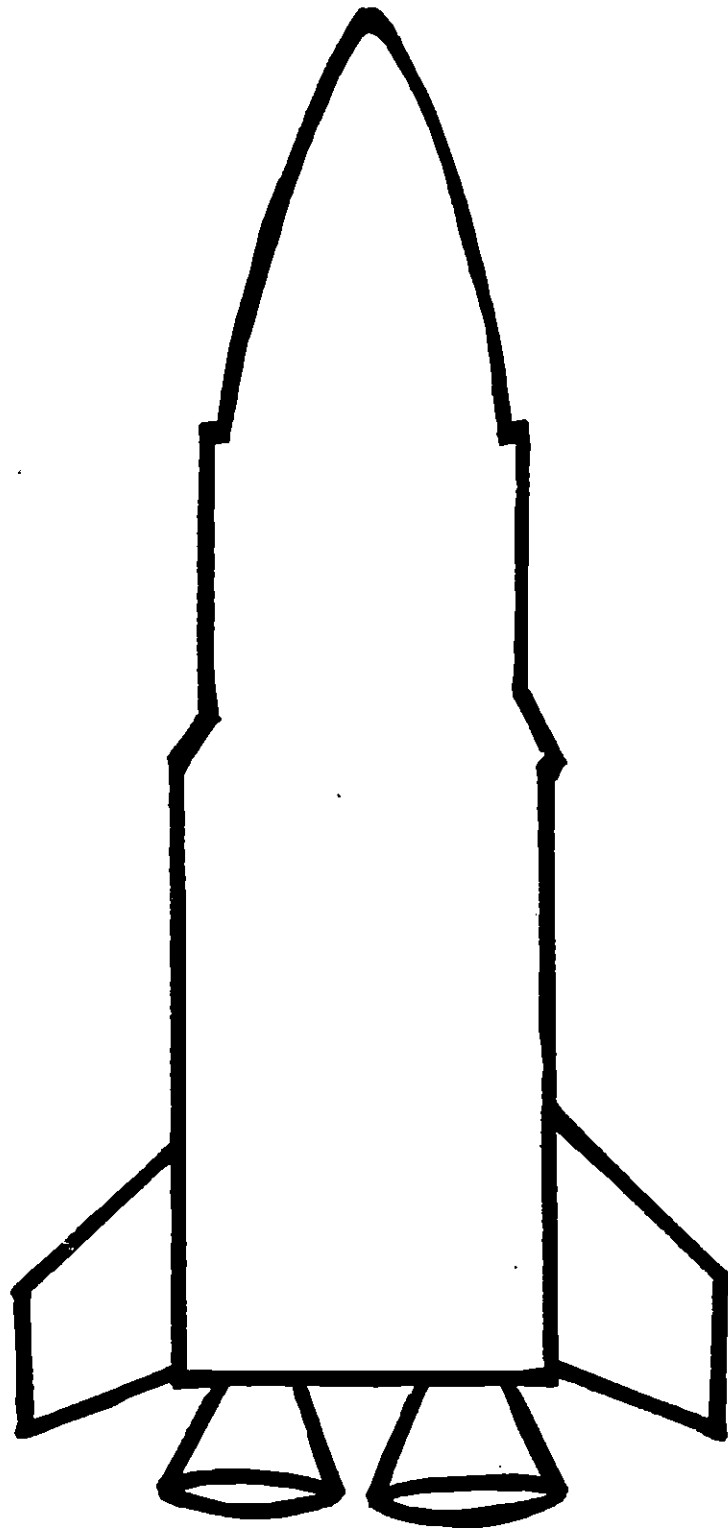
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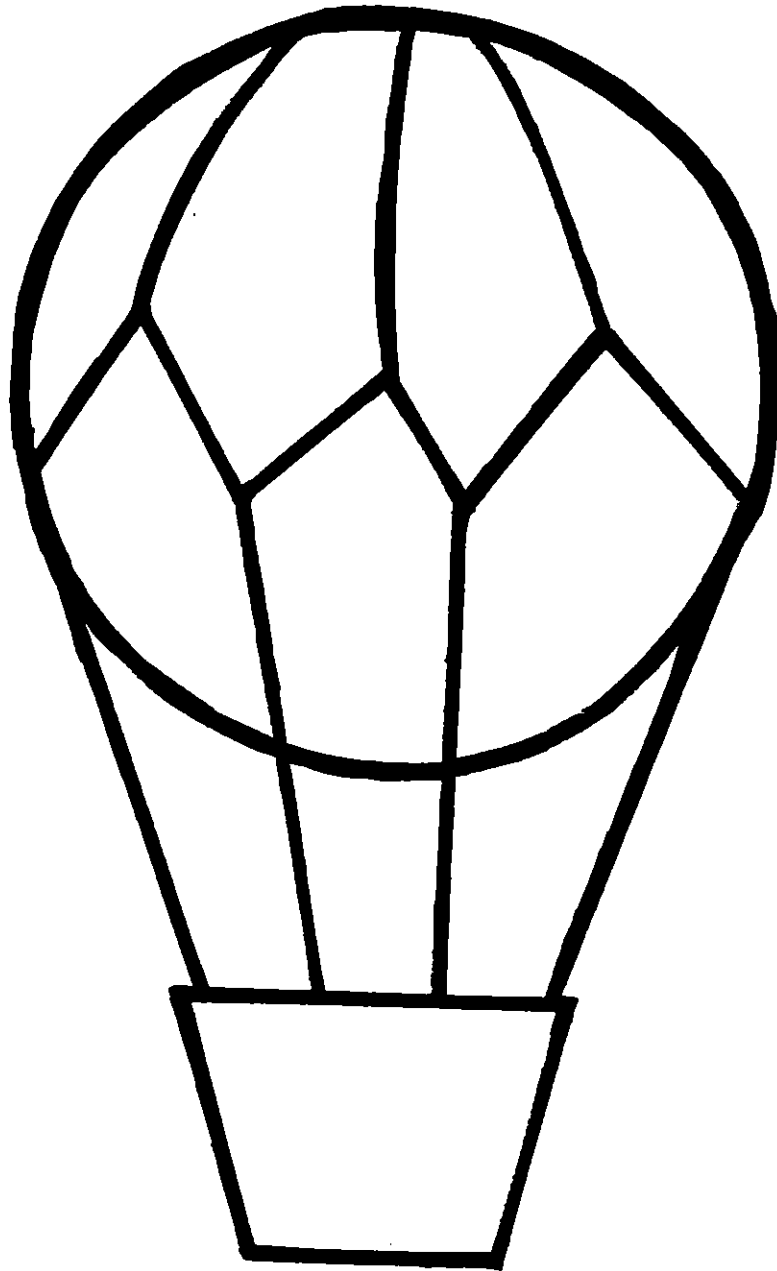
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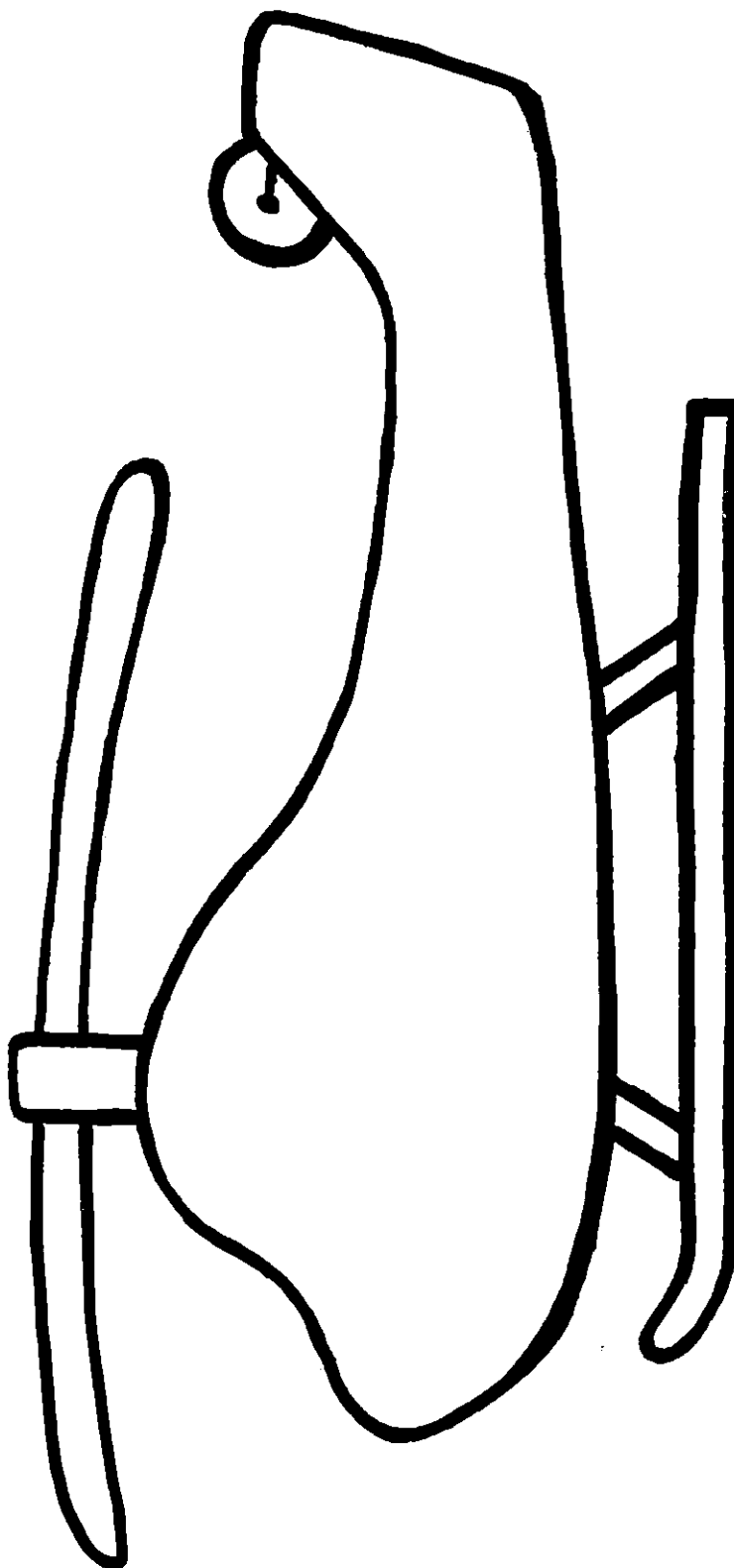
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II. Supportive Experiences



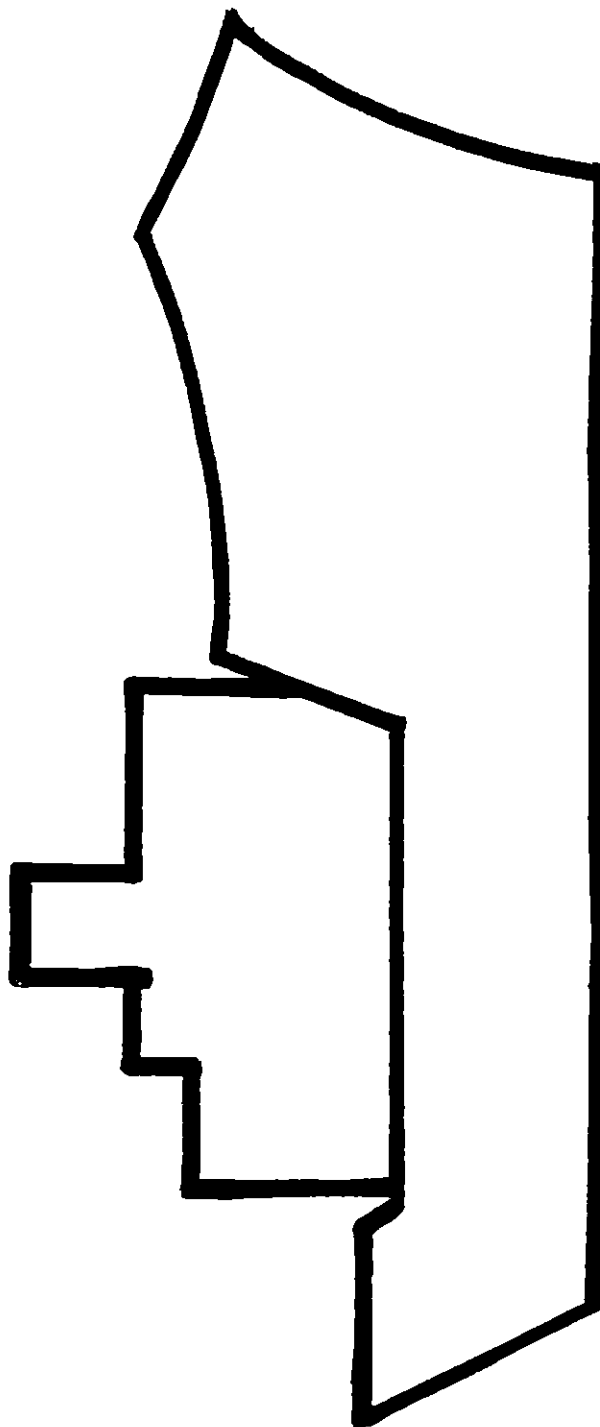
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II. Supportive Experiences



TRANSPORTATION

II. Supportive Experiences



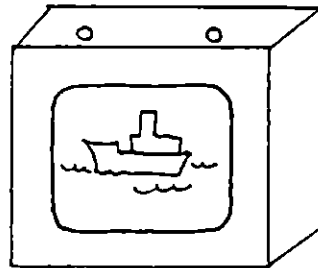
## TRANSPORTATION

### II. Supportive Experiences

#### TELEVISION TRANSPORTATION

Children will draw pictures of various modes of transportation: cars, buses, boats, planes, trucks, trains, bicycles, helicopters, etc. Tape these together in a long row to be rolled through a television monitor made from a cardboard box.

For the television monitor, cut slits for a top and bottom part to form the frame for the picture. Feed the roll of pictures through the slits so each picture appears. Each child may describe his picture and/or make up a short story about it.

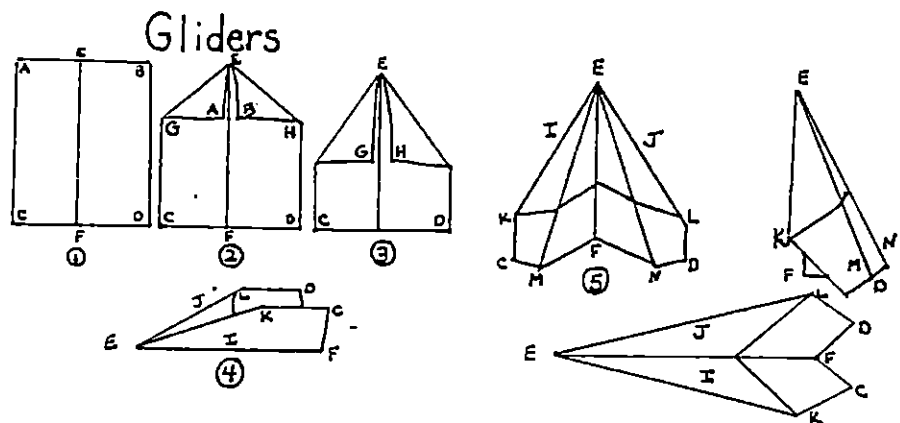


#### TRANSPORTATION CONCENTRATION

Prepare a set of transportation cards by gluing matching pairs of different types of transportation to rectangles of tagboard. Brochures from travel agencies and new car and truck dealers are good sources of pictures. Be sure to get two copies of each brochure; or even four copies if you use pictures from both sides of a page. Laminate. Use as a concentration game, with cards face down. As the child turns up two which match, he puts them in his pile. The child with the most cards at the end is the winner.

#### GLIDERS

Fold paper into gliders as the diagram indicates. Lightweight paper, such as typing paper, works best. The teacher may demonstrate the folds, and help each child fold his. Children may use their own ideas for designing their own glider. When the gliders are completed, take them outdoors to fly.



## TRANSPORTATION

### II. Supportive Experiences

#### TRUCK WALK

Display a variety of model or toy trucks. Children may bring their favorite trucks from home. Collect picture books and story books about trucks. Discuss with the children how cars and trucks are different. What are the different kinds of trucks? What makes them different? Allow the children to discuss all they know about trucks. Make a list on the chalkboard or chart paper of the items mentioned.

Take the children on a walk to see if there are trucks in the neighborhood. Identify the kinds of trucks seen. Find a truck which is parked; examine it very carefully. Notice how the truck is put together. Point out the names of as many parts of the truck as the children know and might learn.

Observe the differences between trucks which are in one section, such as the small mail trucks, delivery vans, pickups, and those which are in two sections such as cabs and trailers. Count the number of wheels on the different trucks. What sizes are the tires on the different trucks?

Observe some parked cars. Compare them with the trucks. In what ways are the cars and truck similar and in what ways are they different? Compare the sounds of cars and of trucks. What can you tell from these sounds? Where does the driver sit? What kind of loads do the trucks carry? What kind of work does the truck do? What special things would you need to know to drive a truck?

After returning to the classroom, write a composite experience story about what was viewed and learned. Post it in an easily accessible area for the children to refer to again.

#### TRANSPORTATION SAFETY

Invite a police officer or crossing guard to visit and discuss bicycle safety with the children. Practice crossing streets. Draw or tape lines on the floor to represent the street and the sidewalk. Children will take turns being cars, trucks, bicycle riders, crossing guard and pedestrians. Take a walk along a nearby, safe street and practice crossing it.

#### VACATION TRIP

Discuss with the children where you would all like to go on a pretend vacation trip. What would you need to take with you? Ask the children to bring articles they would like to take, such as sun glasses, bathing suit, ski mittens, brochures, pajamas, lunch box, etc. Pack these in a real suitcase and discuss as you pack, the reasons for including each of the items.

## TRANSPORTATION

### II. Supportive Experiences

#### BEFORE THE AUTOMOBILE

People have not always had automobiles, airplanes, buses, and trucks. How do you suppose people could get from place to place if they did not have a car? How would you get to school if you did not have a car, a bus, or a taxi? How would farmers get their work done? How would we get food? How would people get to work? What did people use before cars?

Have senior citizens visit the classroom to discuss modes of transportation in their childhood. Read stories portraying transportation using horses and walking.

#### GRAPHING

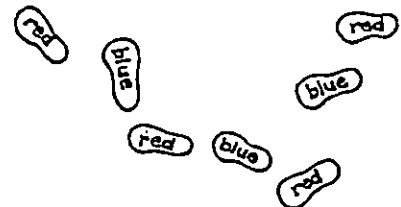
Investigate with the children the different forms of transportation found near the school. Prepare several small boxes, such as empty shoe boxes, with a picture representing a different type of transportation glued in the bottom and on one of the outer sides. Look for colorful magazine pictures which will be easily identified. Put different vehicles in each box, such as a motorcycle in one box, a truck in another, and a bicycle in another. For one box, have a person walking.

□				
□				
□				
□				
□	□			
□	□			□
□	□	□	□	□
car	feet	truck	bus	bicycle

Gather a supply of small blocks. Take the children to a nearby street intersection; find a safe place to sit or stand away from the traffic. Each child will need his labeled box and a supply of the small blocks. Everytime the child sees the type of transportation for his box, he puts a block in the box. Take the boxes back to the classroom. Count the number of blocks in each box. Put the gathered information on a chart.

#### FOLLOW THE FOOTSTEPS

Help the children draw around one foot on a sheet of 9" x 12" red construction paper and the other foot on a sheet of 9" x 12" blue construction paper. Cut out these footprints. Lay the footprints for a winding trail around the classroom, alternating red and blue. Arrange them so that when the children follow the footprints, they will step sideways, cross their feet, and walk in different directions. Fasten the footprints securely to the floor with tape. Start with 10 or 12 footprints. Gradually add more to make the trail longer and more complicated.



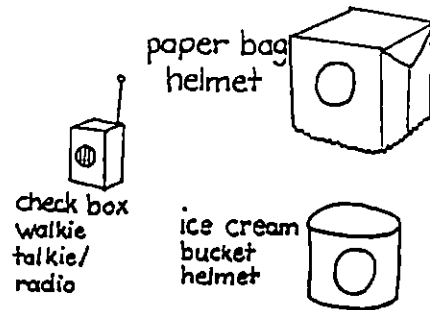
## TRANSPORTATION

### II. Supportive Experiences

#### SPACE TRIP

Discuss with the children the conditions for persons who travel in space. What special accommodations must be made? Start making preparations for a pretend trip into space. Some equipment needed will be face helmets, oxygen tanks, space suits, tether ropes (for moving outside the space craft), as well as food and the space craft itself.

Instrument panels for the space ship can be made from a cardboard box with paper dials, gauges, gears, levers, etc. Attach with brass fasteners so the dials will be moveable.



Helmets can be made from ice cream plastic containers with portions cut away for the face. These may be painted.

Oxygen tanks may be made from "Pringles" potato chip cans or other similar cylinders.

Small boxes may be made into radio "walkie talkies." A coverall or snowsuit can be used for a space suit. Attach a tether rope to the snowsuit and to the control panel before the explorer leaves the ship.

There is limited storage space on a space ship, so plan dehydrated, easily transported food such as granola bars, "tang" orange juice, crackers, cheese in squirt tubes, etc.

If several people will be on the same space trip, place a chair for each closely together in a spiral in the middle of the ship. After the "launch," discuss with the children on the trip what they might be observing if they looked out of the windows and back at the earth. How would it appear? What else could be viewed? Discuss the major planets which might be visible in the sky. Where would the moon be? Where will you land? What will it be like? Where is the sun? Could you land there?

#### TIRE TRACKS

Dip the wheels of toy trucks and cars in a shallow tray of paint. Children may make designs by running the trucks on paper. Help them observe the differences in the treads of the tires. Different colors of paint may be used. Do not use too much paint, or you will lose the design of the tread.

## TRANSPORTATION

### II. Supportive Experiences

#### IMAGINARY TRIP

Help the children create a story about an imaginary trip. As they sit in a circle on the floor, choose one child to be the starter for the story. This will be a trip to an imaginary destination, traveling in as many different ways as the children can recall. Each child in turn will add a sentence about the destination he has selected and how he would travel to get there. The game continues clockwise around the circle, with each child adding a sentence about a destination and a mode of travel to get there. Encourage children to use their imagination.

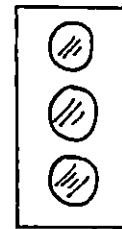
The children may also draw pictures illustrating their sentence in the story. Post the pictures under the caption, "Ways to Travel."

#### TRANSPORTATION MOBILE

Start with a 12" diameter circle of heavy tagboard; a pizza bottom would do nicely. Using a hole puncher, make holes around the outside edge. Help the children find pictures of different kinds of transportation. Glue these on small rectangles of construction paper. Attach to the circle with pieces of yarn. Attach yarn to the circle in three or four places so it will hang straight from the ceiling.

#### TRAFFIC LIGHT

Stop, look and listen.  
The traffic lights say to me  
Yellow means wait,  
Green means you may cross,  
Red means stop and ever careful be.



Discuss the traffic light poem with the children and make traffic lights from construction paper to reinforce the concepts. Use 6" x 18" sheets of black construction paper for the background. Make three circles--one of each red, yellow and green--and each 4" diameter, for the traffic lights. Three-dimensional traffic lights may be made by covering a half-gallon milk carton with black construction paper and adding the colored circles to each side. Hang these lights in the classroom at child height. Children can practice crossing the street as designated by these traffic lights.

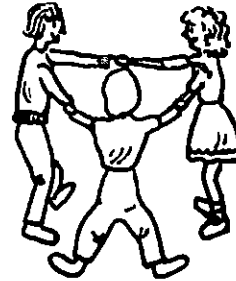


## TRANSPORTATION

### II. Supportive Experiences

#### SPACESHIP LAUNCH

Divide the children into groups of three each. If one or two children are left without a group, let them launch the game. Line the groups along one side of the playground. Each group of three children will form a spaceship by standing in a triangular formation with their backs to the outside of the triangle and their hands joined. Choose a landmark or a finish line about 25 feet from the starting line. This will be the landing site for the spaceships. The starter will begin the by calling out 5-4-3-2-1-Blast Off! At the words "Blast Off," the spaceships will run to the landing site, keeping hands joined. If they drop hands, that spaceship is eliminated. The first spaceship to reach the landing site intact calls out, "Spaceship landed." As each of the others land, they also call out, "Spaceship landed." If necessary, select one or two children to exchange places with the starter(s) and begin again.



#### WHEEL SORT

Cut out and mount on stiff paper, pictures of a variety of wheeled objects. Children will sort the pictures into groups according to the number of wheels each object has. Catalogs of toys and teaching materials usually have clear pictures, which are easy for children to identify. Brochures from new car dealers also have good colored pictures.

#### CAR MATCH

Ask a car dealer for several copies of brochures with pictures of cars. Make sets of cards with identical pictures. The pictures can be matched by the child. A concentration-type game may be played.

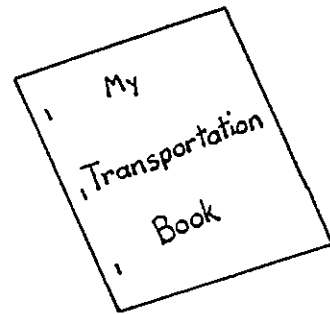
Or the pictures may be glued by twos on oaktag and used to make a domino game.

## TRANSPORTATION

### II. Supportive Experiences

#### TRANSPORTATION BOOKS

Staple a few sheets of paper into booklet form. Each child will make his transportation book by locating pictures in magazines and brochures of different modes of transportation. Each child may color or paint his pictures. They may dictate words and sentences which the teacher will put in their books; the more capable children may want the teacher to write the words on cards which the child will copy. Help the children tell the story their pictures represent. They may want to share their stories and books with one another.

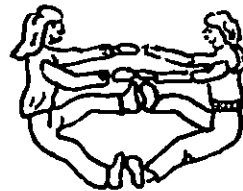


#### HOT AIR BALLOONS

Pretend to be hot air balloons. Begin as flat, limp shapes on the floor. Hot air balloons get increasingly bigger as the air enters. Blow and blow and blow--what happens? Now the air is cooling and leaving the balloon. What happens?

#### ROWBOAT

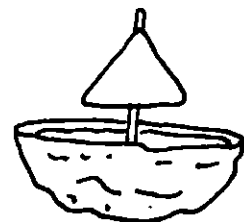
Children may make a rowboat motion by sitting on the floor and joining hands while touching feet with a partner. They pull each other back and forth in a rowing motion.



#### SAILBOATS

Open English walnuts carefully to remove the meat and keep the halves intact. Press a small ball of clay into the bottom of the halves. Cut triangles of construction paper which will fit like a sail on a toothpick.

Run the toothpick in and out of the sail along one side and push into the clay in the bottom of the walnut. Try floating in a pan of water. If the walnuts tip over, readjust the placement of the sail and the ball of clay.

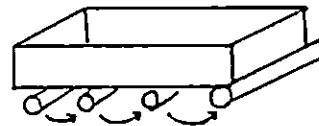


## TRANSPORTATION

### II. Supportive Experiences

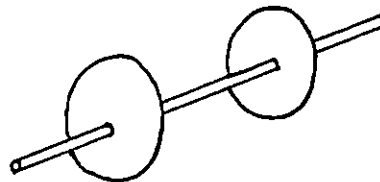
#### ROLLERS

Help the children experiment with the principle of how things are moved. Try pushing a small box of heavy items on the floor with nothing under it. Try pushing it over rollers (dowels or pencils placed under the box). Try pushing the box with wheels under it by placing it on a wagon or toy truck. What was the difference? Which was the easiest method of pushing? Which was the most difficult?



#### AXLES

Discuss the term "axle." Help the children use an axle in an experience involving rolling paper plates. First, children will try to roll a paper plate across the table to another child. When that is found to be difficult, suggest there is a better way. Help children punch a hole in the center of the paper plate. Insert a plastic straw through the hole. Try rolling the paper plate now. Finally, punch a hole in the center of a second paper plate and put it on the straw. Arrange the plates so one will be at each end of the straw. How does it roll now? Examine toy trucks and cars which have working axles and some which do not have usable axles. Discuss the differences. Use these two different types of toys to decide which is easier to operate.



#### ABC TRAIN

Prepare an engine and 26 cars from construction paper. Put one letter of the alphabet on each car. Laminate all 27 parts. The children will put the train in order-alphabetically, beginning with the engine and car "a."

#### TAKE A TRIP

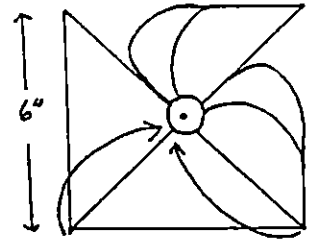
With children seated in a circle, the first child names an item needed on a trip. The second child repeats what the first child said and adds one item. Continue around the circle with each child repeating what preceded and adding one item.

## TRANSPORTATION

### II. Supportive Experiences

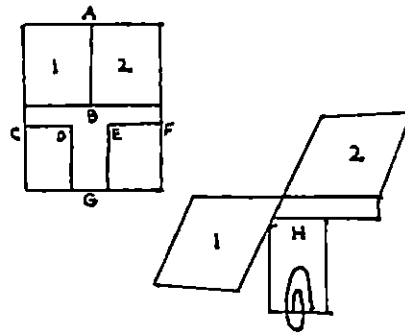
#### PINWHEELS

Make pinwheels from stiff paper and pretend they are propellers. Use a six-inch square. Cut in from each corner for three inches toward the center. Place a number on each corner. Put an "x" in the center. Place each corner over the center; hold in place. When all corners are turned to the center, fasten the pinwheel to a dowel or the eraser of a long pencil. Use a thumbtack or a large-headed pin for the fastener. The pinwheel needs to turn easily on the fastener, so make adjustments until that happens.



#### HELICOPTERS

Cut a 9" x 12" sheet of construction paper into fourths. Each quarter sheet will make one helicopter. Follow the diagram. Cut from A to B, from C to D and from F to E. Fold F to D and C to E. Paper clip together at G; staple at H. Fold down wings 1 and 2. Hold high, spin and let go!



#### ROCKET SHIP

Punch a hole in the bottom of a paper cup near one edge. From heavy paper, cut a wing and glue to the cup on the side away from the hole. Thread a string through the hole in the bottom of the cup and out the open top. Tie the string between two points so the string is at the child's eye level. The child can blow into the open end of the cup to move the rocket along the string.



## TRANSPORTATION

### II. Supportive Experiences

#### TRUCKS WORK HARD

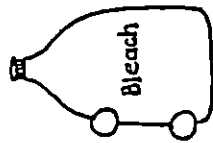
Draw the shape of a large truck on a sheet of 12" x 18" white construction paper. Make it a simple shape which children can easily cut. Children will locate and cut out pictures of the many different items which trucks transport. Paste these pictures on the truck.

#### CARDBOARD BOX TRUCKS

Provide a variety of large cardboard boxes. Children will paint the outside and add a label to represent different kinds of trucks. Children can pretend to drive the trucks by sitting inside. They will pretend to deliver the materials appropriate for their kind of truck.

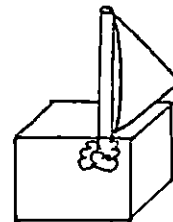
#### BOTTLE TRUCKS

Collect large plastic bottles; clean thoroughly. Make holes at two spots on each side of the bottle; push dowels through to form axles. Attach wood wheels or empty thread spools for wheels. Attach string to pull the truck. Decorate and label to represent a truck.



#### SAILBOATS

Collect yogurt containers, margarine tubs and other floatable containers. Children will cut a triangle from oaktag paper about the size of the boat. Put a lump of clay in the bottom of the boat. Punch one end of a plastic straw through slits in the sail; anchor the other end of the straw into the clay. Sail the boats in a water table or wading pool.

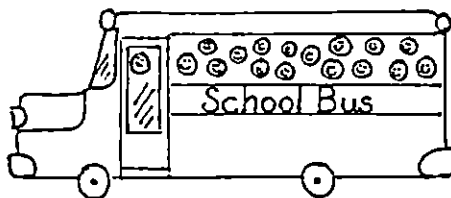


## TRANSPORTATION

### II. Supportive Experiences

#### THE CHILDREN'S HOUSE BUS

Draw the outline of a school bus on 4' x 10' sturdy wrapping paper. Print in large letters the name of your school and the word "bus" on the side. Cut large wheels from black construction paper; attach to the bus outline. Draw a door and the windows of the bus. Each child will draw a picture of himself on separate sheets of paper. Or use paper plates for each child to make his likeness. Be sure only the face is shown. Paste these self-portraits in the windows of the bus. Mount on the wall at child's height, so children may view their mural.



A variation requires twice as much paper. Make the bus as above on each half of the paper. Children form a line, with two or four children abreast, and hold the paper so it reaches their shoulder. They walk as they hold the paper, making the bus move. Each may place himself by the spot with his self-portrait.

#### SUITCASE

Fold a sheet of 12" x 18" colored construction paper in half; cut in the shape of a suitcase with a handle, leaving the folded side intact. Children will find from magazines and catalogs the pictures of items they would take on a trip. Open the suitcase flat; paste these items into the suitcase. On the outer side, each child may print his name. He may dictate a sentence about where he is going or why he needs the particular items he selected for his suitcase.

#### DESIGN A VEHICLE

Provide the children with a variety of sizes, shapes and colors of construction paper pieces. Children will choose the shapes to design a vehicle of their choice. Paste the shapes onto a sheet of construction paper. Use crayons to complete the picture. Each child will name his transportation vehicle. He may dictate sentences or stories to be written on his paper.

## TRANSPORTATION

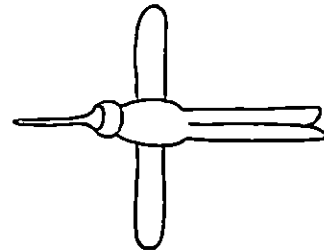
### II. Supportive Experiences

#### LITTER BAGS

Children can make litter bags to take home for use in the family car. Use paper lunch bags. Decorate with shapes of litter bugs or other designs which the children might choose. Attach a note explaining to parents the purpose of the litter bags.

#### JETS

Children can make replicas of a jet by gluing a golf tee to the top end of a straight wood clothespin. Glue a tongue depressor across the pin to form wings. Paint with tempera paints.

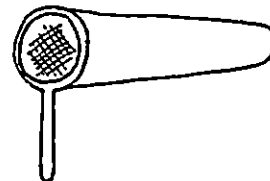


#### TRAFFIC LIGHT GAME

Prepare three traffic lights. Put a 6" diameter red construction paper circle in the middle of a sheet of 9" x 12" black construction paper. Repeat with a yellow circle and a green circle. Tape each light to a ruler or dowel. Have the children move around the room to music as long as you show the green light. When you change to the yellow light, the children must slow down; when you show the red light, they must freeze.

#### WINDSOCK

An airplane takes off and lands into the wind. A windsock shows the pilot which direction the wind is blowing. Make a windsock to take outdoors to discover which way the wind is blowing. Cut the sleeve from a man's shirt; attach the large end to an embroider hoop or a circle of wire. Tie a knot in the other end. Put a small lump of clay on one side of the hoop (or wire); attach a string to the opposite side to hang the windsock. Or attach a dowel in order to stick the windsock into the ground.



#### WOODWORKING

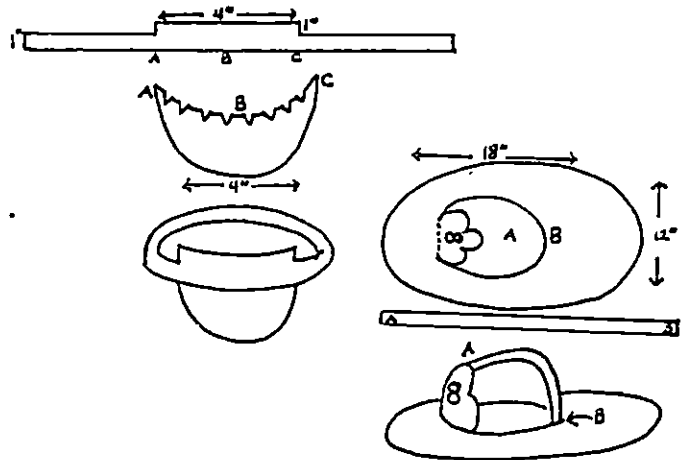
At the workbench area, provide a variety of different sizes of discs of wood, dowels, bottle caps, plastic lids and pre-cut shapes of soft wood which the children will use to make different transportation vehicles.

# TRANSPORTATION

## II. Supportive Experiences

### PAPER HATS

Children can make hats out of construction paper to simulate hats of various persons associated with transportation. Examples: firefighter hats, police officer hats, delivery person hats, etc. This hat pattern can be enlarged to make a variety of different hats.



### PARACHUTES

Knot an 8" length of string to each corner of a handkerchief or other 12" square of lightweight fabric. Punch four holes around the rim of a paper cup. Fasten the end of each string to one of the holes. Children can put toy people inside the cup, to represent travel and also to add the weight needed to cause the parachutes to fall to the ground. Or the string ends may be tied to a metal nut or washer as well as to the cup. In this case, toss the parachute in the air; it will open and float to the ground.










### BLOCKS

In the block area, provide small cars, trucks, airplanes, trains, etc. Encourage the children to use the blocks to construct roads, garages, airports, docks, etc.

### GRAPHING

Children can graph the different ways they travel to school. Prepare a graph with squares to depict school bus, walking, truck, car, airplane, boat, wagon, etc. As each child arrives, he will mark the form of transportation he used to get to school.



## TRANSPORTATION

### II. Supportive Experiences

#### MODEL TRAINS

Model train collectors are often eager to have children visit and view their collection. Or the collectors might bring the items to the classroom. Many have elaborate models which are set up and operable. As train transportation becomes more rare, this may be one means of encouraging an interest in train travel.

#### CONVERSATION

Discuss with the children the various items they find in the school and by what transportation mode the materials may have arrived. Suggest that in today's world, trucks were probably used.

Imagine what it was like before we had trucks, trains, cars and planes. How would the materials have been delivered? By horse-drawn wagons?

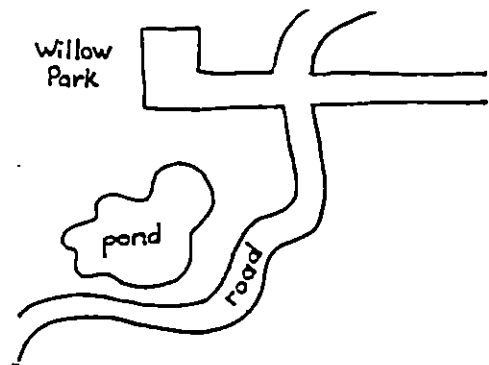
Compare the advantages and disadvantages of these two very different modes of transportation.

#### SAFETY

Stop! Look! Listen! Before you cross the street. Use your eyes, use your ears, and then use your feet.

#### NEIGHBORHOOD MAP

Make a map of the neighborhood on heavy tagboard. Children may make buildings from small blocks. They can use model cars, trucks, airplanes, etc., to complete the community.



#### SOAP BOAT

Cut a boat shape from the side of a cardboard milk carton. Place a bit of soap bar in the end slot of the boat. Make sure the soap stays in the slot. Watch the ways in which the boat moves in the water. Make different boat shapes. Put the slots in different places. Find the boats which move the best.



## TRANSPORTATION

### II. Supportive Experiences

#### TRANSPORTATION MURAL

Use the patterns on pages 8 through 17 to make a mural of land, water, and air transportation. The children can trace around the patterns on construction paper. They will cut out the shapes and place the vehicles on the correct spots on the mural: on the land, in the water, in the air.

#### THE BUS

The wheels on the bus go 'round and 'round,  
'Round and 'round, 'round and 'round. (steering motion  
The wheels of the bus go 'round and 'round. with hands)  
All around the town.

The driver of the bus blows his horn,  
Beep, beep, beep, beep, beep, beep. (press thumb on  
The driver of the bus blows his horn, other hand)  
Over the city streets.

The driver of the bus says, "Pay your fare,  
Pay your fare, pay your fare." (extend hand)  
The driver of the bus says, "Pay your fare,"  
All around the town.

The people on the bus go bump, bump, bump. (bounce up and  
Bump, bump, bump, bump, bump, bump. down)  
The people on the bus go bump, bump, bump.  
Over the city streets.

#### THE WINDSHIELD WIPERS

The windshield wipers on our car (hold up both hands, palms  
Are busy in the rain. turned outward, move from  
They swing and swing, clup-clup-clup-clup; side to side)  
Then back and forth again.  
But when our car climbs up a hill,  
The wipers go so slow. (as above, move slowly)  
They swing and swing, clu-up, clu-up,  
And sometimes stop! You know. (hold hands still)  
When we coast down the other side,  
The wipers go so fast. (move hands rapidly)  
They swing and swing, clup-cluppety, clup-cluppety,  
As we go whizzing past. (move hands very fast)

## TRANSPORTATION

### II. Supportive Experiences

#### AUTO SONG

(Begin with hands closed, palm area towards face, thumbs up.  
One thumb moves as if talking to other thumb.)

Auto, auto, may I have a ride?	(other thumb talks by wiggling)
Yes, sir. Yes, sir. Step inside.	(left thumb "pours")
Pour in the water,	(right thumb "turns")
Turn on the gas,	(pretend to hold steering wheel)
Zoo-oom, zoo-oom,	
But not too fast!	

#### THE TRAIN

Choo, choo, choo.	(slide hands together)
The train runs down the track.	(run fingers down arm)
Choo, choo, choo,	(slide hands together)
And then it runs right back.	(run fingers up arm)

#### DOWN BY THE STATION

Down by the station, early in the morning,  
See the little puffer bellies all in a row.  
See the station master turn the little handle.  
Chug, chug, toot, toot, off we go.

Down by the airport early in the morning,  
See the little airplanes all in a row.  
See the little pilot turn the little handle.  
Zoom, zoom, zoom, zoom, off we go.

Down by the seashore early in the morning,  
See the little submarines all in a row.  
See the little sailor turn the little handle.  
Glug, glug, glug, glug, down we go.

#### TRAIN

Oh, don't you hear the choo--choo--choo?  
A train chugs through the night.  
And when it has to go uphill,  
It chugs with all its might.

## TRANSPORTATION

### II. Supportive Experiences

#### AIRPLANE

The airplane has great big wings; (arms outstretched)  
Its propeller spins around and sings. (make one arm rotate)  
"Vvvvvvv!"  
The airplane goes up; (lift arms)  
The airplane goes down; (lower arms)  
The airplane flies high (arms outstretched)  
Over our town! (turn body around)

#### CLICK-CLACK

Click-clack, click-clack, (place elbow on table  
Back and forth, back and forth. and swing arm)  
Wiper works with might and main  
To keep the windshield free from rain.

#### ENGINE

One is the engine, shiny and fine; (hold up one  
It pulls the coaches all in a line. finger)  
Two is the baggage car, big and strong; (two fingers)  
It carries suitcases and trunks along.  
Three is the express car with double locks; (three fingers)  
Send what you wish in a package or box.  
Four is the mail car--red, white and blue; (four fingers)  
It carries letters for me and you.  
Five is the passenger car, so gray; (five fingers)  
It carries people both night and day.  
Six is the Pullman with berths one and two, (six fingers)  
Where we can sleep the whole night through.  
Seven is the dining car with tables so neat; (seven fingers)  
It's where I go when I want to eat.  
Eight is the observation car that gives a wide view; (eight fingers)  
It lets you see the countryside as you pass through.  
This is the train all ready to go  
Through sunshine, wind and rain and snow.

#### ENGINE ON THE TRACK

Here is the engine on the track. (hold up thumb)  
Here is the coal car, just in back. (hold up pointer finger)  
Here is the box car to carry freight. (hold up middle finger)  
Here is the mail car. Don't be late! (hold up ring finger)  
'Way back here at the end of the train (hold up little finger)  
Rides the caboose  
Through the sun and the rain.

## TRANSPORTATION

### II. Supportive Experiences

#### THE AIRPLANE

The airplane has big wings,  
And a propeller that goes round and sings.  
It goes up, up, up, up,  
And down, down, down, down.

#### CHOO-CHOO TRAIN

This is a choo-choo train (bend arms at elbows)  
Puffing down the track. (rotate forearms in rhythm)  
Now it's going forward. (push arms forward; continue rotating)  
Now it's going back. (pull arms back; continue rotating)

Now the bell is ringing, (pull bell cord with closed fist)  
Now the whistle blows. (hold fist near mouth and blow)  
What a lot of noise it makes (cover ears with hands)  
Everywhere it goes. (stretch out arms)

#### THE ROCKET

This is a good exercise. Start on tiptoes with arms up.  
Gradually let the arms down while slowly counting to ten.  
When you get to ten and hands touch the floor, you spring  
up into the air and call "Blast off!"

This may be done by counting backwards from ten to one.  
When you get to one, call "Blast off!"

#### TRAINS IN MOTION

Here is a train. (right arm extended, make fist)  
And here is the track. (hold left arm level)  
Choo-choo forward! (place fist on arm, move forward and back)  
Choo-choo back!  
Here are the wheels, (rotate hands around each other)  
Going clackety-clack.  
POOF! goes the smoke (move hands up quickly in mushroom shape)  
From the big smokestack!

## TRANSPORTATION

### II. Supportive Experiences

#### TRAFFIC LIGHTS

Do you know what traffic lights say to you?  
Do you know what traffic lights say to do?  
Yellow says, "Wait." (hold arm straight out)  
Green says, "You may go." (lower arm)  
But red is most important, (hold arm up)  
It says, "Stop! You know."

#### FIVE LITTLE SAILORS

Five little sailors putting out to sea, (lace fingers; rock  
Rocking in their little boat, back and forth)  
As happy as can be.  
One is short and fat; (hold up thumb)  
The ship's cook is he.  
Every day he cooks the meals,  
One, two, three. (pop up fingers)  
One is the navigator, (hold up pointer finger)  
With a compass in his hand.  
He tells about the weather,  
And he tells us where to land.  
The bravest of them all is the captain. (hold up middle finger)  
He gives us our directions  
And we hurry to his call.  
The first mate is next in line, (hold up ring finger)  
And then the cabin boy. (hold up little finger)

#### TEN JOLLY SAILOR BOYS

Ten jolly sailor boys (hold up ten fingers)  
Dressed in blue.  
Looking at me, (turn hands toward face)  
Looking at you. (turn hands toward  
partner's face)

#### TEN LITTLE SAILORS

Ten little sailors standing in a row. (hold up ten fingers)  
Ten little sailors salute just so. (bend fingers)  
They sail to the east; (move fingers to left)  
They sail to the west; (move fingers to right)  
Then back to the country they like best.  
Where is this: Can you say? (move fingers to center)  
Why, back to the good old U.S.A! (point to flag in room)

## TRANSPORTATION

### II. Supportive Experiences

#### RIDING IN A WAGON

Riding in a wagon. (bend arms at elbow, forearms circling)  
Riding in a wagon.  
Wheels go 'round and 'round and 'round  
Riding in a wagon.

#### LOOK BOTH WAYS

Stop on the corner,  
Watch for the light.  
Look to the left,  
Look to the right.  
If nothing is coming,  
Then start and don't talk.  
Go straight across  
Be careful and walk.

#### WALKING HOME

When I walk home from school today,  
I'll walk the safe and careful way.  
I'll look to the left.  
I'll look to the right.  
I'll cross the street  
When no car is in sight.

#### LITTLE JACK HORNER

Little Jack Horner stood on the corner (stand with feet together)  
Watching the traffic go by. (look to left and right)  
And when it passed,  
He crossed at last. (two steps forward)  
And said,  
"What a safe boy am I!" (thumbs under arms)

#### AT THE CURB

At the curb before I cross  
I stop my running feet. (point to feet)  
And look both ways to left and right  
Before I cross the street.  
Lest autos running quietly  
Might come as a surprise.  
I don't just listen with my ears, (point to ears)  
But look with both my eyes. (point to eyes)

## TRANSPORTATION

### II. Supportive Experiences

#### TAKE A TRIP (Tune: Twinkle, Twinkle, Little Star)

Take a bus or take a train.  
Take a boat or take a plane.  
Take a taxi, take a car.  
Maybe near or maybe far.  
Take a space ship to the moon.  
But be sure to come back soon.

#### SAFETY SIGNS

Safety signs are something that you'll see most every day.  
And though they cannot talk, they seem to have a lot to say!

NO SWIMMING and NO FISHING signs on private property  
May mean that there's a danger there that you have failed to see!

A red light or a STOP sign is an easy one to learn:  
If you are on a bike, or walking, STOP and wait your turn!

Don't walk against a DON'T WALK sign for you may not be seen  
By drivers who begin to move because their light turns green!

Don't ever go beyond a sign that reads NO TRESPASSING.  
An accident could hurt you or be quite embarrassing!

A DANGER sign is always red. And now that you have found  
That red means STOP, if you see DANGER, STOP and turn around!

Now when you see a safety sign, remember why it's there.  
To keep you safe and let you know somebody really cares!

#### SAFETY SONG

Red means stop.  
Yellow means wait.  
Green means go,  
Don't hesitate.  
So this rule follow each day,  
Crossing streets the SAFETY WAY.

#### PLAINS, ROCKETS, AND JETS

Flying high! Flying low!  
Look how those planes and jets go!  
Rockets launching up in the sky.  
Oh! There's a jet speeding by.



## TRANSPORTATION

### II. Supportive Experiences

#### TRAINS

Trains are big, long, and strong.  
If you listen to the wheels,  
You sometimes hear a song  
As they roll along.

#### PEOPLE MOVERS

How do people move around  
From here to there along the ground?  
Heavy traffic everywhere  
Crowds the roads, pollutes the air.  
Traffic's getting worse each day.  
Could we move some other way?

#### THE JET

One day as I was walking by,  
I heard a noise from up high.  
First it was soft, then a roar,  
And from the sky a jet did soar.  
It did a loop and a turn or two.  
It was beautiful next to  
The sky of blue.  
First it was there,  
Then it was gone,  
And away it flew  
On and on.

#### WHERE GO THE BOATS? (Robert Louis Stevenson)

Dark brown is the river,  
Golden is the sand.  
It flows along forever,  
With trees on either hand.

Green leaves a-floating,  
Castles of the foam,  
Boats of mine a-boating--  
Where will all come home?

On goes the river  
And out past the mill,  
Away down the valley,  
Away down the hill.

Away down the river,  
A hundred miles or more,  
Other little children  
Shall bring my boats ashore.

## TRANSPORTATION

### II. Supportive Experiences

#### HOW DO WE GO?

Listen folks, I want to shout of the many ways to move about.  
Of shiny autos on the roads, and big trucks with their heavy loads.  
Of freight cars, tank cars, let's be plain,  
I love each and every train.  
Of row boats, speed boats, tug boats, too,  
And ships that sail the ocean blue.  
Of planes that fly so very high  
Leaving smoke trails in the sky.  
Each way of moving is a treat, but most of all I use my feet.

#### TRUCKS

Big trucks for steel beams,  
Big trucks for coal.  
Rumbling down the broad streets,  
Heavily they roll.  
Little trucks for groceries,  
Little trucks for bread,  
Turning into every street,  
Rushing on ahead.

#### THERE ARE SO MANY WAYS OF GOING PLACES

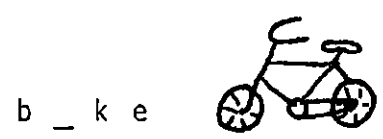
Big yellow trolley lumbers along.  
Long black subway sings an under song.  
Airplanes swoop and flash in the sky.  
Noisy old elevated goes rocketing by.  
Boats across the water--back and forth they go.  
Big boats and little boats, fast boats and slow.  
Trains puff and thunder; their engines have a headlight.  
They have a special kind of car where you can sleep all night.  
Tall fat buses on the avenue.  
They will stop for anyone--even--just--you.  
All kinds of autos rush down the street.  
And there are always--your own two feet.

TRANSPORTATION

III. Challenging Experiences

TRANSPORTATION VOWELS

Look at the pictures. Look at the words. What is the missing vowel?



TRANSPORTATION PUNCTUATION

Make a sentence for each of these transportation words by using a period (.) or a question mark (?).

- bus
- boat
- camper
- jet
- fire truck

- taxi
- bike
- rocket
- ship
- automobile

## TRANSPORTATION

### III. Challenging Experiences

#### TRANSPORTATION ENDINGS

What letter is missing in the words below?

The trai\_ will arrive on Track Number Nine.

The bu\_ will be at this stop soon.

When will the je\_ arrive at the airport?

The post office has a truc\_ which moves mail.

The police ca\_ is coming fast.

## TRANSPORTATION

### III. Challenging Experiences

#### TRANSPORTATION RHYME

Which word in the second list rhymes with the transportation word in the first list?

car	goat
bus	duck
boat	star
truck	Gus
plane	chip
ship	cane
train	mane
bike	hike

#### TRANSPORTATION BEGINNING

Which letter sound do you hear at the beginning of the transportation word?

bus	c h b t c j b
car	
horse	
bike	
jet	
taxi	
camper	

TRANSPORTATION

III. Challenging Experiences

TRANSPORTATION WORDS

Circle the following words. Remember, they might be horizontal, vertical or diagonal!

airplane    train    bus    car    bicycle    boat  
truck        moped

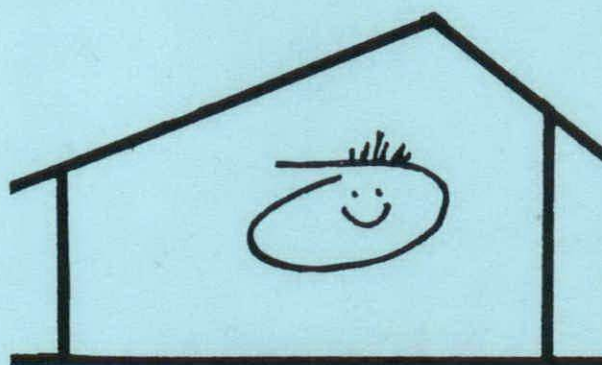
t	b	u	s	a
r	i	h	t	i
a	c	a	r	r
i	y	b	u	p
n	c	a	c	l
z	l	p	k	a
q	e	d	l	n
b	o	a	t	e
m	o	p	e	d

**WEATHER**

**UNIT V**

**CREATIVE LEARNING:**

**A CURRICULUM FOR PREPRIMARY CHILDREN**



*THE CHILDREN'S HOUSE*

<u>Learning Experiences</u>	<u>Page</u>
Air Can Lift . . . . .	11
Air Pressure . . . . .	10
Air Takes Up Space . . . . .	7
Anemometer . . . . .	5
Barometer No. 1 . . . . .	2
Barometer No. 2 . . . . .	2
Broadcasting . . . . .	31
Catch a Raindrop . . . . .	15
Catch a Snowflake . . . . .	15
Changing Seasons, The . . . . .	19
Cloud Chart . . . . .	22
Clouds . . . . .	28
Conversation . . . . .	19
Dance in Celebration of the Sun . . . . .	18
Dew and Frost . . . . .	26
Evaporation . . . . .	11
Exploring Snow . . . . .	20
Falling Raindrops . . . . .	28
Fold a Story . . . . .	35
Fun in the Sun Book . . . . .	23
Hear the Wind . . . . .	20
Heavier Than Air . . . . .	9
Ice Cream Recipe . . . . .	20
Jack Frost . . . . .	31
Little Raindrops . . . . .	28
Make a Cloud . . . . .	15
Measuring the Snow . . . . .	14
Merry Little Snowflakes . . . . .	27
Meteorologist Field Trip . . . . .	1
Moving Air Pushes Things . . . . .	8
Mud Puddle Painting . . . . .	20
Musical Snowballs . . . . .	22
My Kite . . . . .	32
No Sun--No Rain . . . . .	13



WEATHER

Table of Contents

<u>Learning Experiences</u>	<u>Page</u>
Pass the Snowman . . . . .	22
Patchwork Rainbow . . . . .	21
Pinwheels . . . . .	21
Pit-Pat . . . . .	30
Pitter Patter . . . . .	26
Pitter, Patter . . . . .	29
Pitter Patter . . . . .	31
Position of the Sun . . . . .	12
Puddle Magic . . . . .	29
Pussy Willow . . . . .	32
Rain . . . . .	6
Rain . . . . .	29
Rain, The . . . . .	26
Rainbow . . . . .	7
Rainbow . . . . .	29
Rainbow, The . . . . .	28
Raindrop Flannelboard Story . . . . .	24
Raindrops . . . . .	32
Rain Gauge . . . . .	5
Rainy Rainbows . . . . .	19
Shadow Museum, The . . . . .	22
Shadows . . . . .	14
Shadow Tag . . . . .	23
Simon Weather Says . . . . .	19
Sky, The . . . . .	11
Snowball . . . . .	21
Snowflakes . . . . .	25
Snow Scenes . . . . .	19
Snowy Day, A . . . . .	23
Storing Heat . . . . .	14
Storm . . . . .	25
Summer Fun . . . . .	30
Sun, The . . . . .	29
Sun Can Dry, The . . . . .	11
Sundial No. 1 . . . . .	12
Sundial No. 2 . . . . .	13
Terrible Tornado . . . . .	27
Thermometer . . . . .	3
Thunder . . . . .	31
Thunderstorm . . . . .	30
Thunderstorms . . . . .	17

WEATHER

Table of Contents

<u>Learning Experiences</u>	<u>Page</u>
Umbrellas . . . . .	32
Use Weather Words in Riddles . . . . .	35
Warm Air Expands . . . . .	10
Water in the Air . . . . .	6
Weather . . . . .	25
Weather Clocks . . . . .	23
Weather Dice . . . . .	18
Weather Dictionary . . . . .	34
Weathergrams . . . . .	17
Weather Rhymes . . . . .	34
Weather Scramble . . . . .	33
Weather Station . . . . .	1
Weather Story-Starters . . . . .	34
Weather Vane No. 1 . . . . .	3
Weather Vane No. 2 . . . . .	3
Weather Vane No. 3 . . . . .	4
Weather Words . . . . .	33
Wind Is a Friend . . . . .	27
Wind, The . . . . .	25
Wind, The . . . . .	26
Wind, The . . . . .	32
Windsock . . . . .	4
Wind Tricks . . . . .	30
Windy . . . . .	30
Word Puzzle . . . . .	35
Winter Is Gone . . . . .	32
Winter Picnic, A . . . . .	18

## WEATHER

### I. Real Life Experiences

#### WEATHER STATION

The children can set up a weather station using one area of the classroom and a specific place outdoors where the materials may be left for several days. Each child will set up a thermometer, barometer, rain gauge, weather vane, wind sock, and anemometer. Or small groups of children may make one of the above instruments and pool their findings. Be sure each instrument is labeled and the name of the child or group of children who made it is on it.

Help the children create different kinds of charts and graphs so they can record their "findings" each day. Bar graphs which can be colored are easily constructed.

Each child's charts and graphs should be displayed. Set a specific time each day for the children to check their weather instruments, record their findings, and discuss weather-related information with the group.

A daily weather log can be created by the children after they have recorded their weather information for the day. Each day the information can be written on tagboard and posted for the children to read and refer to again. Weather summaries from newspapers can also be collected and posted with the children's log.

#### Daily Weather Log

Date: April 2, 1985

Time: 12:30 p.m.

Sky looks: cloudy

Temperature: 56° F. (to red mark on thermometer)

Barometer: rising

Amount of precipitation:  $\frac{1}{4}$ "

Wind direction: south

Wind speed: 12 revolutions per minute

Special notes: all the snow has melted

The weather station can be used throughout the year with different types of weather being recorded. Periodic recordings could be made, if every day is too frequent.

#### METEOROLOGIST FIELD TRIP

A field trip to the meteorologist office of an airport, radio or television station weather reporter would be helpful before the children set up their own weather station. These resources often have charts, maps, weather balloons, and other materials and information which they are willing to share.

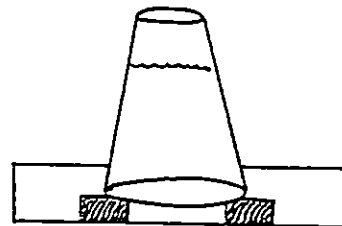
## WEATHER

### I. Real Life Experiences

#### BAROMETER NO. 1

The pressure of the air is measured by a barometer. Air pressure affects the weather, so a barometer is a useful guide to weather changes.

Each child needs a glass jar, two small pieces of wood, a cake pan, and a gummed label. Put the two pieces of wood into the cake pan. Fill the jar with water and turn the jar upside down quickly, setting it on the two pieces of wood in the pan. Some of the water will come out of the jar, into the pan. Put enough water into the cake pan to cover the mouth of the jar. Tilt the jar slightly to let some more air in, until the jar is about a third full of air. Put the gummed label on the jar and mark the level of the water.

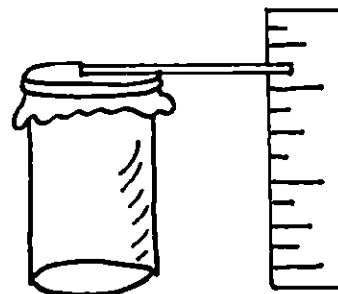


When the pressure of the air increases, it will push harder on the water in the pan, forcing the water to move upward in the jar. This is what happens when the "barometer rises." When the pressure of the air is not so great, it will not press on the water in the dish as hard, and the level of the water in the bottle will fall. This is what happens when the "barometer falls."

Keep the barometer in a cool location, because changes in the temperature will also affect the level of the water in the barometer.

#### BAROMETER NO. 2

Cut a large rubber balloon open and attach it over the mouth of a straight-sided glass jar. Use a rubber band to hold the balloon in place. Glue one end of a straw to the center of the balloon with rubber cement. The straw will extend over the side of the jar, but trim it shorter if it pulls on the balloon.



Make a graph or attach a ruler next to the barometer. Observe where the straw points. Each day, check the barometer to see if the straw is rising or falling from the point where it was the day before. A rising barometer indicates that the air pressure outside the jar is greater than the pressure inside the jar, and the balloon will drop slightly, causing the straw pointer to move up. When the pressure is less, the straw will drop.

## WEATHER

### I. Real Life Experiences

#### THERMOMETER

Each child will need a glass bottle with a cork which fits tightly. The thinner the glass, the more sensitive the thermometer. The teacher will make a hole in the middle of the cork, through which a plastic straw will fit. Make this hole by heating a large nail over a candle and burning the hole through the cork. Seal the straw to the cork with candle wax. Fill the bottle to the brim with water. Add food coloring to the water to make it easier to observe.

If you plan to use the thermometer in temperatures below freezing, use 50% water and 50% wood alcohol. Put the cork into the bottle. Some of the water will be forced up the straw. There should be enough water above the cork to be easily observed. Seal the cork to the bottle with candle wax. Add a few drops of cooking oil to the top of the liquid through the straw to help prevent evaporation.

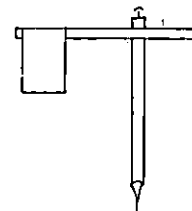


Divide an index card into six sections. Number the sections and crayon each section in stripes of different colors. Tape the card behind the straw. Children can identify the temperature by the color to which the water has risen.

Set the bottle in the sun and then try a shaded place. As the temperature rises, the water in the straw will rise. When it gets cooler, the water in the straw will drop.

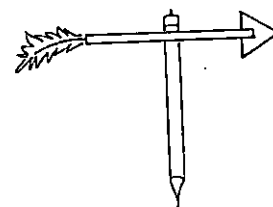
#### WEATHER VANE NO. 1

A very simple weather vane is made with paper, straw, pin, and pencil. Cut a 2" x 6" fin from lightweight paper. Glue it to the end of a plastic straw. Push a pin through the middle of the straw. Stick the pin into the eraser of a long pencil. The straw will rotate with the wind to point the direction.



#### WEATHER VANE NO. 2

Stick a feather in one end of a plastic straw. Slit the other end; insert an arrowhead-shape cut from lightweight paper (be sure the point is facing away from the straw). Insert a straight pin through the middle of the straw into the eraser of the long pencil.



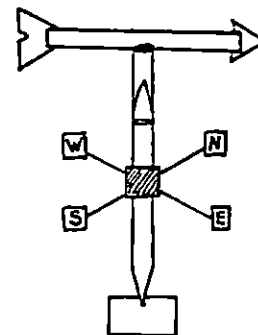
## WEATHER

### I. Real Life Experiences

#### WEATHER VANE NO. 3

A more durable weather vane may be made by children to help them know from which direction the wind is blowing.

Close one end of a short drinking straw with a piece of clay. Glue a paper arrow point on one end of another short drinking straw and a paper tail on the other end of this straw. Or slits may be cut in each end of this straw and the point and tail inserted in the slits. Attach this straw to the first straw at the lump of clay, so that a T shape is formed.



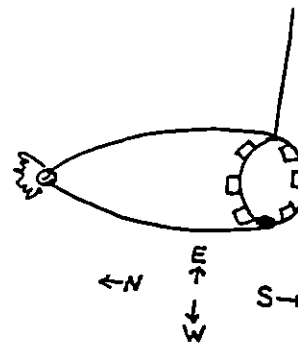
Run a double-pointed knitting needle through the center of a cork. Attach four toothpicks into the cork at 90° angles. Glue labels representing the points of the compass onto each toothpick. Put one end of the knitting needle into a second cork. Balance the T-shaped straw section at the other end.

Take the weather vane outdoors. Find the true North and hold the weather vane so that the "North" marking points to the North. The arrow will be turned by the wind and will point in the direction the wind is blowing.

#### WINDSOCK

A simple windsock can also be used to tell the direction of the wind.

Form a ten-inch piece of wire into a circle and twist the ends together. Tie a knot in one end of a nylon stocking; tape the other end around the wire. Cut off the excess at the tied end of the stocking. Put a small ball of clay on the wire and tie the string to the wire directly across from the ball of clay. Hang the windsock in an open area outdoors. Place markers on the ground below the windsock, indicating the directions north, south, east and west. The tied end of the windsock will point in the direction the wind is blowing and the open end will face the wind direction.



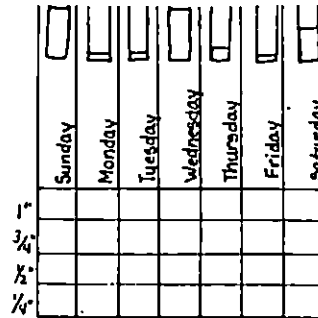
## WEATHER

### I. Real Life Experiences

#### RAIN GAUGE

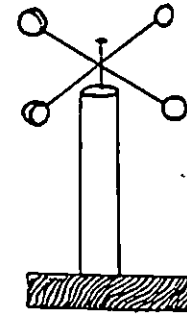
Collect rainfall in a straight-sided container (such as a tin can) which is left outdoors every 24 hours. At the same time each day, pour the rainfall into identical transparent containers. Cover these containers with lids. Line them in a row to create a histogram of the weekly rainfall.

The height of the water in each container can be recorded on a block graph. Children can compare the graphs from day to day and from week to week.



#### ANEMOMETER

An anemometer is used to measure the speed of the wind. Before the children begin this activity, the teacher will drill a hole slightly larger than the pointed end of a large nail in the ends of a two-foot long, sturdy dowel. Each child will need one of these dowels, two smaller 15" dowels, and four small paper cups. Ping pong balls cut in half are more durable than paper cups but are more difficult for children to manage. Paint one of the cups a bright color. Fasten the cups to the ends of the 15" dowels. Nail these two dowels together at the center, so half of the nail extends below the juncture. Cover the sharp end of this nail with wax and set it into the hole which was drilled at the top of the large dowel. The nail should be free to be turned easily. Stick the bottom end of the anemometer into the ground outdoors. Count the number of revolutions per minute. Record this information on the graph.



## WEATHER

### I. Real Life Experiences

#### WATER IN THE AIR

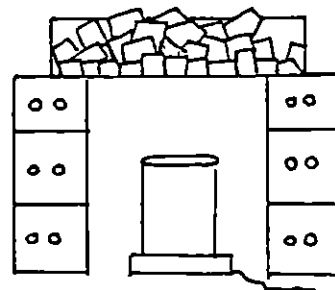
- ✓ Take the children outside on a very warm day. Have them make wet footprints on the sidewalk. Talk about what is happening to the water as the footprints evaporate. Where is the water going? How do we know it is in the air?

To help demonstrate the fact that there is water in the air, and that the water can be changed from an invisible, vapor state to visible liquid state, try the following:

- ✓ Freeze some red water into red ice cubes. Put the ice cubes into a transparent glass with straight sides. Watch the outside of the glass. Beads of water will begin forming. Help children note that the water on the outside of the glass did not come from the red ice cubes; if it had, the water on the outside would be red! Children will learn that the beads of water on the outside of the glass came from the water in the air around the glass, which was cooled by the ice cubes. This changed the invisible vapor to a visible liquid, whereas the footsteps changes a visible liquid into an invisible vapor.

#### RAIN

- ✓ Make two stacks of three bricks each; place the two stacks about 10 inches apart. Place a 9" x 13" pan on top of the bricks like a bridge; fill the pan with ice cubes. Place a hot plate under the pan of ice; put a shallow pan of hot water on the hot plate. Turn on the hot place. Caution children to be very careful around the hot plate and hot water. As the water in the pan is heated, it will evaporate and become invisible vapor. This will rise to the bottom of the pan of ice, where it will be cooled by the ice cubes and return to droplets of water (the visible, liquid state). These droplets will gather on the bottom of the pan until they become so heavy that they drop into the bottom pan as rain.



Rain outdoors is made by the same process. The water vapor in the warm air is cooled, making the water condense into droplets which return to the earth as rain.



## WEATHER

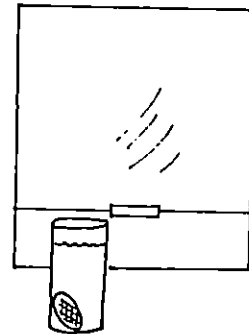
### I. Real Life Experiences

#### ✓ RAINBOW

The rainbow which may be viewed during and after a rainstorm is caused by the light rays of the sun being reflected through drops of water. The following activity will allow children to experience the same principle. However, this must be done on a sunny day.

Each child will place a small mirror at an angle in a straight-sided, transparent glass. Put enough water in the glass to completely cover the mirror. Place the glass near a window so that direct sunlight hits the mirror. Pull the window shade nearly to the sill. Turn the glass slowly until a rainbow forms on one of the walls.

The colors will be identical to that of all rainbows: red on top, then orange, yellow, green, blue, indigo and violet.

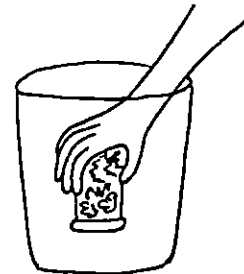


#### ✓ AIR TAKES UP SPACE

Since air is invisible, it is difficult for children to comprehend. Air does take up space, and nothing else can occupy that space at the same time. To help children understand this principle, provide the following experience.

Help each child stuff a piece of newspaper tightly into the bottom of an empty jar. Make sure that the newspaper cannot fall out of the jar, even when the jar is turned upside down.

Pour enough water into a bucket to cover the jar. Each child will lower his jar, upside down, into the bucket until it is completely under water. Take care to push the jar straight into the water; do not wiggle it around. Lift the jar straight out of the water; remove the newspaper. The paper will be dry even though the jar was completely covered by water. The air in the jar takes up the space inside the jar. This air will not let the water in the bucket share the same space inside the jar.



## WEATHER

### I. Real Life Experiences

#### MOVING AIR PUSHES THINGS

Ask the children to wave their hands back and forth in front of their faces. "How does it feel?" "What do you feel on your skin?" Children will discover that they can feel the air when it is moving. We feel air moving against us in the same manner whether we are moving when the air is still or whether air is moving by itself as the wind does, when we are still.

✓ Provide each child with a large sheet of paper and go outdoors. "What will the paper do when you have it in front of your body?" Have the children run quickly with their paper in front of them. Notice what happens. Have them run quickly with the paper in front of their body but without holding onto it with their hands. They will discover that the air pressure as they run is enough to keep the paper adhering to their body. If it is a windy day, try standing still in the wind and face in different directions to see what effect the wind has on the paper.

Try using paper pinwheels and other shapes when the children are standing still and when they are running. Use a kite on a calm day and on a windy day. What are the differences?

## WEATHER

### I. Real Life Experiences

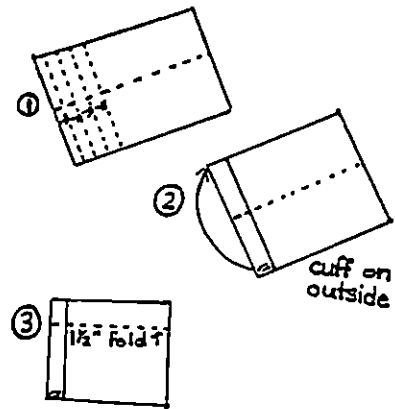
#### HEAVIER THAN AIR

Have each child hold a sheet of lightweight paper, such as  $8\frac{1}{2}$ " x 11" typing paper, in front of him. What happens when you drop the paper? Try it. Fold a  $\frac{3}{4}$ " strip from the bottom; do this a total of 5 times.

With this cuff on the outside, crease the paper and the folded cuff lengthwise through the center. Fold back each side about  $1\frac{1}{2}$ " from the centerfold to make wings.

Launch by holding the center with the thumb and index finger, with the cuff in front. If the glider nosedives, reduce the weight at the front end by unfolding one fold of the cuff.

Discuss the reason explaining why the glider flies. Help the children discover that moving air around the glider affects the area by the folds as the air carries and moves the glider.



## WEATHER

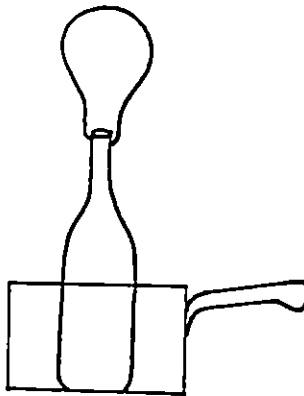
### I. Real Life Experiences

#### WARM AIR EXPANDS

Blow up a balloon. Discuss with children how the balloon changes. Introduce the word "expand". Discuss with the children the fact that the balloon expanded because of the pressure of warm air.

To discover that heat will cause air to expand, each child will have the following experience.

Provide each child with an empty pop bottle and a balloon. Help the child stretch the balloon neck over the bottle top. Place this in a freezer long enough to get very cold. Remove from the freezer and place in a pan. The teacher will pour hot water into the pan. Children will carefully observe what happens. When the air inside the bottle gets warm, it expands and fills the balloon.



#### AIR PRESSURE

Cook one egg to the hard-boiled stage for each child. When the eggs have cooled, help the children carefully remove the shells. Put the intact shelled egg atop a bottle with a neck slightly smaller than the egg. Be sure the pointed end of the egg is in the opening of the bottle. Allow children to observe that the egg is simply setting there; the air pressure is equal around it.



Each child will lift the egg from the bottle; the teacher will put two lighted matches into the bottle. The child will put the egg back atop the bottle. Watch what happens! The egg will very slowly squeeze through the neck of the bottle and fall into the bottle.

Children will learn that the burning matches used up some of the air inside the bottle, so the air outside the bottle was pushing harder and the egg was pushed into the bottle.

## WEATHER

### I. Real Life Experiences

#### EVAPORATION

Put water in a transparent glass container with straight sides. Draw a line with a marker at the highest water level. Each day check the bowl to see if the water reaches the line. Daily, you can mark how far down the water level has moved. The water has been lost into the air through evaporation.

#### AIR CAN LIFT

Blow air into a balloon, a paper bag, and a plastic sack. Allow children to feel the air as it is expelled from the container. Children will realize that air does occupy space; that air is real. Put a paper bag under a lightweight book. Blow air into the bag so it lifts the book.

#### THE SKY

Take children outdoors on a very warm day when there are a few clouds in the sky. Children may lie down on the grass. Spend some time observing the sky. Caution the children not to look directly at the sun.

Discuss with the children what they are observing. Note that the clouds have different shapes. Note the movement of the clouds, as they change shape and position. As children change their position on the ground, what do the clouds look like?

Children may make a composite story of what they have seen. They may make crayonings or paintings of what the sky looks like.

#### THE SUN CAN DRY

On a warm, sunny day, help the children mark the outline of a puddle on the sidewalk. Pour enough water into the space to make a puddle. Check the puddle from time to time during the day. What has happened? Repeat the experiment on a cloudy day. Why does the puddle dry up faster on a sunny day than on a cloudy day?

Put equal amounts of water into two glass jars. Mark the water levels. Put one jar with no lid on a sunny window ledge. Put a tight-fitting lid on the other jar and set it in a cool, shady place. Observe and discuss what happens to the water in the jars during the next several days. Baby food jars work fine; each child have have his own two jars to compare.

## WEATHER

### I. Real Life Experiences

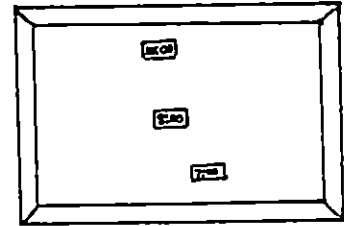
#### POSITION OF THE SUN

When doing activities involving the sun, caution children never to look directly at the sun. (It might cause eye damage.)

When children arrive in the morning, help them locate the position of the sun. If this is not easily noticed from windows in the classroom, take the children outdoors. Check the position of the sun again at noon and also before the children leave in the afternoon. How far did the sun move? In which direction?

The children can record this movement by putting tape markers on the window, indicating the position of the sun at various times of the day. Try again during various times of the year, such as Fall and Spring. Discuss the differences.

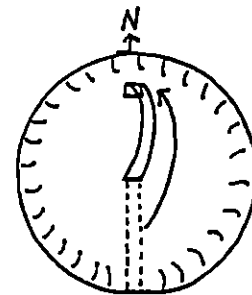
#### Sun Position



#### SUNDIAL NO. 1

Find the center of a paper plate. With scissors, cut a narrow strip from the edge to the center at one spot. Fold the strip in an arc until it is back to the uncut part of the plate. Tape the strip in this position. Put the plate in sunlight and point the strip toward the north. When the shadow of the strip falls to the left, it is morning. When the shadow of the strip falls under the strip, it is noon. When the shadow falls to the right, it is afternoon.

#### Sundial



## WEATHER

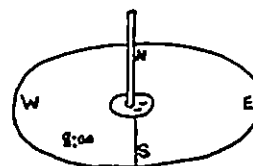
### I. Real Life Experiences

#### SUNDIAL NO. 2

Each child needs a large circle cut from heavy tagboard. Mark the center and make a line which divides the circle in half.

Put a piece of clay exactly in the center of the circle and put the eraser end of a pencil into the clay so that it stands very straight.

Sundial



On a sunny morning, put the sundial outside. Use a compass to find north. Point the end of the line on a circle to the north. Set the sundial in a place where it will be in the sun all day long.

Every hour, on the hour, mark the shadow of the pencil. Write the hour at the end of the mark. Do not move the circle.

The sundial will now be calibrated and can be used on other occasions to determine the time of day. Always point the same end of the line to the north.

#### NO SUN--NO RAIN

Help children discover what might happen if we have no sun and no rain on our earth.

To demonstrate the necessity of sun and rain, provide each child with four small plants. Help each child label his plants with numbers "1" through "4".

Plant number "1" will be given sunlight and water. Plant number "2" will be given sunlight but no water. Number "3" will receive no sunlight (put it under a box), but will be watered. Number "4" will receive no sunlight and no water.

Each child will make his chart to help him remember which plant received which treatment.

Continue this experiment for about two weeks, at the end of which time children will show their plants and discuss the results.

Plant 1	○	☼
Plant 2	○	☼ <del>☼</del>
Plant 3	☼ <del>☼</del>	☼
Plant 4	☼ <del>☼</del>	☼ <del>☼</del>

This may also be done with newly-planted seeds. Check the results of the seeds at the end of the two weeks.

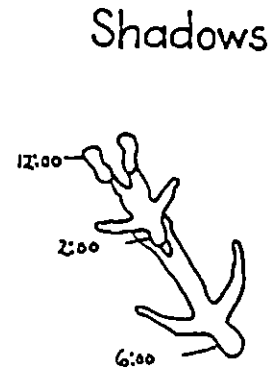
## WEATHER

### I. Real Life Experiences

#### SHADOWS

Draw around each child's feet on the sidewalk outside. Help each child write his name on his drawing so he will know which shadow is his.

As the child stands in these footmarks, another child will draw around his shadow. Periodically during the day, repeat this experience. What happened to the shadow? Why did the position of the shadow move? Why did the shadow become shorter (or longer)?



In small groups, children can make shadows with four arms, six arms, six legs, etc. What happens when you stand on your partner's shadow? How can you make your shadow touch hands with your partner?

#### STORING HEAT

Each child will need four tin pie pans, some water and some rocks. Thermometers will be necessary to check the temperature of the water.

Help the children place some rocks and water in one of the pans and place the pan in the sunlight. Prepare another pan but place it in a shady spot. Place another pan with water but no rocks in the sun and another identical pan in the shade.

Measure and record the temperature in each of the pans when the experiment begins. At the end of one hour, measure and record again. Bring the pans indoors (carefully, so no water is lost). Wait thirty minutes. Measure and record the temperature again.

Discuss the findings. Which pan stayed the warmest? Why? What happened to the rocks?

#### MEASURING THE SNOW

Place a tall can near a building in a spot sheltered from the wind, before a big snow. When the snow stops falling, measure the height of the snow in the can. Record this information.

To find out how much water is in each inch of the snow, melt the snow in the can and measure the height of the water in the can. Discuss the differences in volume. (Normally, ten inches of snow yield one inch of water.)



## WEATHER

### I. Real Life Experiences

#### CATCH A SNOWFLAKE

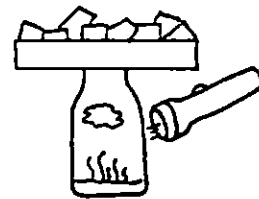
Take the children to the playground or a special walk on a day when big snowflakes are gently falling to the ground. Each child will need a sheet of black construction paper which is as cold as the outside temperature (place in freezer until cold). Children can catch the snowflakes on their paper and observe them with a magnifying glass. Have children look carefully at the designs of the snowflakes. Note that some snowflakes stick together. Sometimes the snowflakes melt quickly. Discuss the reasons.

Return to the classroom and allow children opportunity to make paper snowflakes to decorate the room. If the paper is folded into six sections, the paper snowflakes will have the same number of points as the snowflakes which the children observed outdoors.

#### MAKE A CLOUD

Clouds in the sky are very large and far away. It is difficult to observe them close at hand. Here is one way to "make" a cloud and watch how it forms.

Each child needs a small jar. Pour about one inch of very hot water in each jar and place a metal tray of ice cubes atop each jar. Make the classroom as dark as possible. Try shining a flashlight toward the center of the jar to see a cloud forming. When warm air (heated by the hot water in the jar) rises and meets colder air (cooled by the ice cubes atop the jar), a cloud is formed in the sky (and in the jar). Drops of water form within the cloud. When the drops get heavy enough, they will fall to the ground as rain.



#### CATCH A RAINDROP

Children can make raindrop catchers to measure the size of a raindrop by using an aluminum pie tin and a cup of flour. Fill the aluminum pie tin with flour. Take it outdoors while it is gently raining. Let a few raindrops fall into the flour. Bring the pie tin indoors and let it dry. Find where the raindrops fell in the flour. Measure across the "splash" in inches and in centimeters.

WEATHER

Real Life Experiences

## WEATHER

### II. Supportive Experiences

#### THUNDERSTORMS

During a vigorous thunderstorm, record the sounds the storm makes. Play the tape recording with the children. Help the children describe the thunder. Discuss what thunder is. Help the children realize that thunder usually does not hurt us.

Remind the children of the previous experience in which they learned that cold air inside the pop bottle was heated and expanded. Thunder is the noise which a large body of air makes when it goes from being cold (like the air inside the pop bottle when it was brought from the freezer) to be heated quickly and becoming very warm (like the air inside the pop bottle after the hot water was poured on it).

✓ Have the children join hands to form a circle. Pretend the circle is a body of air way up in the sky during a thunderstorm. At the beginning of the storm, this body of air is cold. The children will huddle together making their body of air as small as possible. Then suddenly a child who represents heat (either name the child "heat," or put a tag on the child which shows "heat"). The child runs into the middle of the huddled group which represent "cold." When the body of air is heated, the air expands quickly and makes a loud sound. The children will need to run from the heat, representing expansion, and make a loud "booming" sound as they go.

Do this several times, until children understand the concept of thunder.

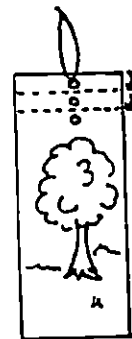
#### WEATHERGRAMS

Take the children on a walk outdoors; discuss the things they see, smell, hear and feel.

Help each child cut a strip of brown wrapping paper into a size which is 2" x 10". Fold the top inch of the paper a couple times; punch a hole through the layers. Pull a piece of twine or heavy string through the hole; tie together.

Children will use a waterproof marking pen to make a picture about some outdoor experience or feeling. They may want to copy, or dictate to the teacher, words to help describe the picture. Be sure each child adds his name.

Take another walk outdoors; help the children hang their weathergrams on a tree or bush where they will be able to watch them and where other persons may view them.



## WEATHER

### II. Supportive Experiences

#### WEATHERGRAMS (Continued)

Check after a few days to see what effect the weather has had on the weathergrams. About three months of sun, rain and wind will make the weathergrams become true pictures of the weather! Eventually, the weathergrams will decompose and become a part of the environment.

#### DANCE IN CELEBRATION OF THE SUN

Find a grassy spot where the sun shines; assemble the children. Face the sun, but remind the children not to look directly at it. Direct the children to relax, soak up the sun, and breathe slowly in and out. Give the children a series of directions for moving body parts slowly and gracefully, while breathing slowly through the nose. Direct the children to raise their arms toward the sun. Keep raising the arms over the head and lean arms and head back. Slowly bend forward and touch hands to the ground. Keep hands on the ground and slowly lower the body to the ground. Bend the right knee to the chest and keep the left leg straight behind. Try to keep the face towards the sun and continue to relax and breath slowly. Bring the right leg out beside the left leg. Hold this position and slowly breathe in and out. Stand up; raise the hands and arms up towards the sun. Bend the back and head. Return to starting position.

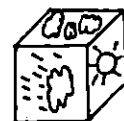
#### A WINTER PICNIC

Picnics can be enjoyed in any kind of weather. Be sure the children are dressed appropriately for the weather and length of time to be spent outdoors. Take along a large piece of plastic to be used to sit on and put the food on.

If the weather is very cold, plan food which can be eaten with mittens on. Wrap food in individual servings and pack in the picnic basket. Bring along a warm drink in a thermos. You might try hot chocolate, chili, chunks of cheese or pineapple on toothpicks, or muffins wrapped in foil.

#### WEATHER DICE

Cover a square box with brown wrapping paper. Glue a picture of a different kind of weather to each side of the box. Cover with clear plastic.



Roll the cube across the floor to one of the children. That child tells what type of weather is facing up and identifies one fun activity to do in that type of weather. He rolls the dice to another child.

## WEATHER

### II. Supportive Experiences

#### RAINY RAINBOWS

On a rainy day, help the children paint rainbows on large sheets of white paper with water paints. Put these painted rainbows out in the rain for a few minutes and bring back inside. Lay them flat on the floor to dry. When thoroughly dry, mount them on construction paper.

#### CONVERSATION

Provide many opportunities for the children to observe, verbalize, and draw conclusions about the weather. Discuss questions such as: What do we do when it rains? How does the sky look when it rains? How do you feel when the wind is blowing very hard? What do you do when you are too hot? What do you see when you look in a puddle? Encourage children to think of questions of their own. Help the children experience language and critical thinking skills.

#### THE CHANGING SEASONS

Read and discuss with the children a story about winter. In Minnesota, a good book would be THE BIG SNOW by Berta and Elmer Harder. Observe how the animals are getting ready for winter. Discuss how people get ready for winter. Have appropriate clothing for children to role play. (In Minnesota, appropriate items include a snow suit, mittens, boots, cap, scarf, earmuffs, etc.) Prepare flannel board figures with different types of clothing for the children to use.

#### SNOW SCENES

Provide each child with a sheet of gray construction paper. Children may draw pictures of their own backyards, the playground, or other outdoor snow scenes. Use crayons or markers to draw the scene and white chalk to show how the snow would hang on the trees, coat the buildings, cover the ground.

#### SIMON WEATHER SAYS

Play "Simon Weather Says" like "Simon Says." Remember to include a few statements which "Simon Weather" does not say. If a child does the action when he is not supposed to, he helps Simon. Some suggestions for actions include float like a cloud in the sky, tip toe like raindrops falling down, jump over puddles, twinkle like a star, sway with the wind, shine like a very hot sun, fall like a shooting star.

## WEATHER

### II. Supportive Experiences

#### EXPLORING SNOW

Provide each child with a clear dish to fill with snow when outdoors. Encourage the children to look carefully at their snow: touch it, smell it, listen to it. Have magnifying glasses for the children to use.

Discuss with the children why it is not a good idea to eat snow. To know how "dirty" the snow really is, bring their dish of snow indoors. Let it melt and notice the dirty residue. Examine the residue with magnifying glasses.

The snow may be used instead of ice for freezing ice cream. DO NOT use the snow in the recipe. The children have already discovered that snow is dirty and is not suitable to eat even if it looks clean and white.

Make the following ice cream recipe, using snow for packing.

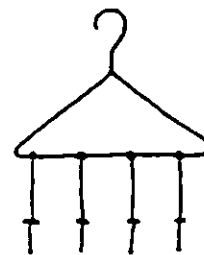
#### ICE CREAM RECIPE

4 cups milk  
1 tablespoon vanilla  
3/4 cup sugar  
1 cup crushed peppermint candy

Place the ingredients in the freezer can. Pack with snow and rock salt. Turn the handle until the mixture is thick. Eat and enjoy!

#### HEAR THE WIND

Tie nylon thread around the top of each of several nails. Hang the nails along a metal coat hanger. Tie them close enough together so they will clank against each other when moved. Hang the nail chimes on a tree on the playground or by the classroom window. Hear the sound when the wind blows.



#### ✓ MUD PUDDLE PAINTING

After a rainstorm, the children can use sticks to make mud paintings on the sidewalk or on large pieces of tagboard. If the children are dressed in clothing which can be easily cleaned, such as bathing suits, they might try fingerpainting or foot print painting with the mud. This does tend to get messy, so be certain it is an appropriate activity before beginning.

When children are finished, they may use a bucket of water, or a hose, to wash away the artwork.

## WEATHER

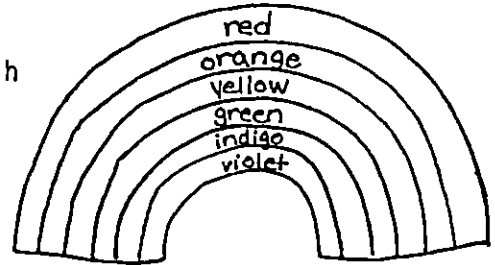
### II. Supportive Experiences

#### PATCHWORK RAINBOW

Hang an old sheet on a wall and draw 6 arcs on it, making the shape of the rainbow. Help the children write the rainbow colors on each stripe to help them remember which color they are using.

Provide a variety of scraps of fabric, such as prints, stripes, plaids, and solids.

Children can choose and cut swatches of fabric to fill in the stripes of the rainbow. All of the red fabric swatches will be glued on the red stripe, the orange swatches on the orange stripe, etc. Arrange the swatches so the textures and patterns are mixed. When finished, cut away the extra fabric which is not a part of the rainbow and hang the fabric rainbow in a place where everyone can enjoy it.



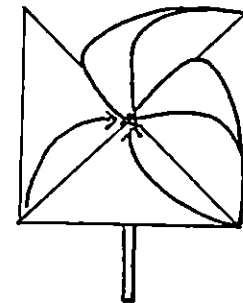
If an old sheet is not available, use a large piece of wrapping paper. Colored swatches of paper could be substituted for the fabric in the stripes, but the textured effect would be lost.

#### PINWHEELS

Help each child cut a piece of paper into a square. Trace around a penny in the center of the square. Cut in from each corner to the edge of the circle.

Bend, but do not fold, the left side of each corner into the center. Stick a pin through all four corners which have been bent to the center. Then stick the pin into the eraser of a pencil.

The children can then blow on their pinwheels or run with them in the wind and watch them spin. Watch the use of pins for the safety of young children.



#### SNOWBALL

*Sam* Help the children sit in a circle to represent a snowball. Designate one child to be the snowman and stand in the center. A paper snowball or a regular ball is tossed or rolled from one child to another. The object is not to let the snowman get it. When the snowman does get the snowball, another child is chosen for the center.

## WEATHER

### II. Supportive Experiences

#### ✓ THE SHADOW MUSEUM





On a warm, sunny day, lay large pieces of brown wrapping paper on the ground outdoors. Children will help each other draw around their shadow cast on the paper. Instead of standing upright, suggest that each child make different forms with their bodies so the shadows will each look different.

When the shadows have been traced, help the children cut the shadow of their body. Arrange all of the shadows on the wall in the classroom. This will become the "Shadow Museum."

#### CLOUD CHART

Divide a large piece of posterboard into four sections. In each section, draw a different cloud configuration: completely cloudy, rain clouds, scattered clouds, and no clouds. Laminate the cloud chart. Each day, the children can look outside and decide how cloudy it is. They mark the appropriate section of the chart.

#### Cloud Chart

 completely cloudy	 scattered clouds	 rain clouds	 no clouds

#### PASS THE SNOWMAN

Cut a snowman from construction paper. Help the children arrange themselves sitting in a circle on the floor. Start a record player or tape player with appropriate music. Pass the snowman around the circle until the music stops. The one who has the snowman in his hands is caught and is out of the circle. The children out of the circle can play musical instruments along with the tape/record to help make the music. It is difficult for young children to be "out" of the game; they will need to still feel a part of the activity.

#### MUSICAL SNOWBALLS

Cut large snowballs from construction paper. Tape them on the floor, having one more child than snowballs. Have the children walk around the snowballs to music. When the music stops, each one tries to stand on a snowball. The one who does not stand on a snowball is out of the game. Remove one snowball and continue. The children who are out of the game can use musical instruments or clap with the music as the game continues.

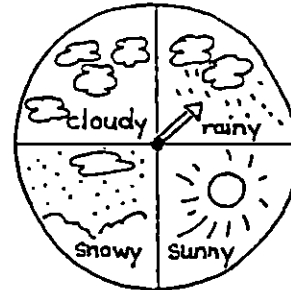


## WEATHER

### II. Supportive Experiences

#### ✓ WEATHER CLOCKS

Provide each child with a large circle of paper. Divide the circle into four pie-shaped sections. In each section, draw a picture of a different kind of weather and help the children label these. Examples could include cold, warm, dry, rainy, cloudy, windy, snowy, sunny, etc. Cut a strip of black paper into an arrow like the hands on a clock. Attach this to the center of the circle with a brass fastener. Point the arrow to the appropriate type of weather for the day. Each day the arrow must be moved to show the weather. More than four sections may be used to show additional types of weather.



#### FUN IN THE SUN BOOK

Help the children make a book about the things they like to do in the sun. Each child can cut a large yellow sun out of construction paper. Locate and cut out pictures from magazines which show activities which are fun to do in the sun. Glue or paste the pictures on the sun.

When all of the children have finished, let each child show his picture and tell something about it. Put all of the pictures together as pages in a book; fasten along one side with yarn. Place the book on the book shelf for children to enjoy.

#### A SNOWY DAY

Paint a picture of the outdoors on a heavy piece of paper or oak tag. Let it dry. Use an electric mixer or hand egg beater to whip  $\frac{1}{2}$  cup of Ivory soap flakes in  $\frac{1}{2}$  cup of water until it is thick and stiff.

Provide each child with some of this "fluffy snow" and a brush to paint it onto his picture. Pretend the snow has just fallen on the outdoor scene which was painted. Allow the finished product to dry overnight.

#### ✓ SHADOW TAG

On a sunny day, play tag by trying to touch the shadow of another person. One child may be "It" and try to catch another by having his shadow touch the shadow of another child.

# WEATHER

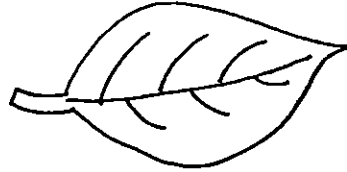
## II. Supportive Experiences

### RAINDROP FLANNELBOARD STORY

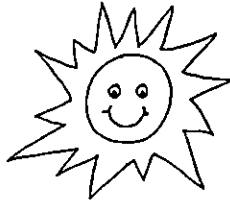
1. A little raindrop fell on a leaf.



2. It stayed on the leaf until the sun came out.



3. The sun warmed the little raindrop and it went away and became vapor.



4. The vapor was hidden in the air.



5. The air then cooled the vapor and it changed back into a raindrop.



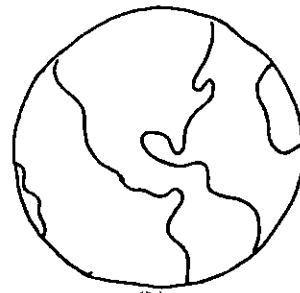
6. The little raindrop found its brother and sister raindrops and, altogether, they formed a cloud.



7. There were so many raindrops in the cloud that it became very heavy.



8. Then the little raindrop came back to earth and landed right on the same leaf.



## WEATHER

### II. Supportive Experiences

#### THE WIND

Feel the strong wind.  
It almost blows me down. (bend body, almost falling)  
Hear it whistle through  
The trees and all around. (cup hand to ear)  
Try to see the wind  
As it howls and blows. (hand over eyebrows)  
But what the wind looks like,  
Nobody knows! (shrug shoulders, palms up)

#### SNOWFLAKES

Said the first little snowflake  
As he whirled from the sky,  
"I'll light on the red chimney.  
It looks nice and high."

Said the second little snowflake,  
"Oh, that is not for me.  
I shall feel much safer  
In the old apple tree."

Said the third little snowflake,  
"Through the air I'll skim  
'Til I light on some boy's shoulder.  
Then I'll go to school with him."

#### STORM

Black clouds are giants hurrying  
Across the field of the sky.  
And they slip out bolts of lightning  
As they go racing by.  
When they meet each other,  
They shake hands and thunder,  
How do you do! How do you do!  
HOW DO YOU DO!

#### WEATHER

Sometimes it gets hot outside  
And the sun shines brightly down. (fan face as if hot)  
Sometimes it gets cold outside  
And the snow lies white aroun'. (shiver)  
Other times a cloud can fall  
And fog comes rolling in. (wave arms ahead and walk a few paces)  
Or thunder and lightning kick the sky  
And make us laugh and grin. (smile, clap)

## WEATHER

### II. Supportive Experiences

#### PITTER, PATTERN

Oh! Where do you come from,  
You little drops of rain,  
Pitter, patter, pitter, patter (tap fingers on floor)  
Down the window pane?

Tell me little raindrops,  
Is that the way you play,  
Pitter, patter, pitter, patter (tap fingers as before)  
All the rainy day?

#### THE RAIN

I sit before the window now (seat yourself)  
And I look out at the rain. (shade eyes; look around)  
It means no play outside today (shake head; shrug shoulders)  
So inside I remain. (rest chin on fist; look sorrowful)

I watch the water dribble down (follow up-to-down movement with eyes)  
And turn the brown grass green. (sit up, take notice)  
And after awhile I start to smile (smile)  
At Nature's washing machine. (lean back, relax)

#### DEW AND FROST

On summer mornings,  
Bright and new, (yawn, stretch)  
The grass is wet. (interlock fingers for grass, sway them as  
We call it dew. (if in a breeze)  
On colder mornings, (yawn, stretch, shiver)  
When breath is white,  
The dew froze into (interlock fingers stiffly)  
Frost last night.

#### THE WIND

Listen to the wind. (cup hand to ear)  
Hear it blow? (make "whoosh" noise)  
What makes the wind blow?  
Do you know? (point at child)  
Fill a balloon up  
Full of air. (cup one hand to lips, blow; with each breath  
Let the air out separate other hand further from mouth)  
And wind is there. (bring other hand in front of cupped hand,  
as if feeling breeze)

## WEATHER

### II. Supportive Experiences

#### WIND IS A FRIEND

The wind is a friend when it's at rest, (clasp hands over stomach)  
But sometimes we find the wind is a pest. (shake head)  
When the air is hot, wind cools me off, (fan face, smile)  
But when it's cold, it makes me cough. (cough)  
It turns windmills to give us power, (circular motion with arm)  
But makes a storm of a summer shower. (drum fingers on desk, make  
thunder noises)  
It pushes our sailboats, kites and things (blow at moving cupped hands)  
But also throws sand at us, which stings. (grasp arm as if hurt)

#### TERRIBLE TORNADO

One hot summer day (fan face)  
While we played with our ball, (throw and catch imaginary ball)  
The Terrible Tornado (wear crazy, evil expression)  
Came to call. (knock on imaginary door)

We hid far away (crouch and cover head)  
From window and door, (wear crazy, evil expression)  
While the Terrible Tornado (inflate cheeks, cup hands around  
Blew wind and roared. mouth and blow)

He made it rain (drum fingers on table)  
And the trees would sway; (sway arms high)  
But soon he grew tired (yawn, stretch)  
And went away. (slowly collapse to crouch; cover face)

When there was no sound (still crouching, raise head)  
No peep at all, (cup hand to ear, look around)  
We went outside (rise and pick up "ball")  
And played with our ball. (throw and catch imaginary ball)

#### MERRY LITTLE SNOWFLAKES

Merry little snowflakes falling through the air: (fingers raised high  
and moving rapidly)  
Resting on the steeple and the tall trees everywhere. (make steeple with  
two pointer fingers, then raise arms for branches)  
Covering roofs and fences, capping every post; (two hands forming roof,  
then hands clasped)  
Covering the hillside where we like to coast. (make scooping motion  
like coasting)  
Merry little snowflakes do their very best (fingers raised high and  
moving rapidly)  
To make a soft, white blanket so buds and flowers may rest; (palms  
together at side of face)  
But when the bright Spring sunshine says it's time to stay (make  
circle of arms for sun)  
Then those little snowflakes quickly run away! (hide hands behind back)

## WEATHER

### II. Supportive Experiences

#### THE RAINBOW

One day the sun was shining bright, (hold up right hand for sun)  
But clouds came along, it was dark. (hold up left hand for clouds)  
as night.  
The rain began to sprinkle down. (wiggle fingers for rain)  
Soon it was raining all over town.  
But when the clouds had passed on by, (move both hands to the right)  
A beautiful rainbow stretched across (left hand makes arc over the  
the sky. head from right to left)

#### CLOUDS

What's fluffy-white and floats up high  
Like piles of ice cream in the sky?  
And when the wind blows hard and strong,  
What very gently floats along?  
What brings the rain?  
What brings the snow that showers down on us below?  
What seems to have just lots of fun  
Peek-a-booing with the sun?  
When you look in the high, blue sky,  
What are those things you see float by?

#### FALLING RAINDROPS

Raindrops, raindrops! (flutter fingers)  
Falling all around.  
Pitter-patter on the rooftops, (tap softly on floor)  
Pitter-patter on the ground.  
Here is my umbrella. (pretend to open umbrella)  
It will keep me dry. (place over head)  
When I go walking in the rain,  
I hold it up so high. (hold high in the air)

#### LITTLE RAINDROPS

This is the sun, high up in the sky. (form large circle with arms up)  
A dark cloud suddenly comes sailing by. (move hands through air)  
These are the raindrops (flutter fingers)  
Pitter, pattering down.  
Watering the flowers (cup hand to form flower)  
Growing on the ground.

## WEATHER

### II. Supportive Experiences

#### PITTER PATTER

Pitter, patter falls the rain,  
On the roof and window pane.  
Softly, softly it comes down,  
Makes a stream that runs around.  
Flowers lift their heads and say:  
"A nice cool drink for us today."

#### PUDDLE MAGIC

The trees and sky are overhead  
Until the raindrops fall.  
The trees and sky are underfoot  
And oh! I feel so tall.

So splash along in the puddles,  
And then just wait and see.  
You'll walk among the treetops, too,  
And feel sky-high like me.

(point upward)  
(flutter fingers)  
(point downward)  
(stand on tiptoe, look up)

(kick feet)  
(point to others)

#### RAIN

Rain on green grass,  
And rain on the tree,  
Rain on the roof top,  
But not one me!

(flutter fingers up and down)  
(raise hands to form a tree)  
(form roof with arms)  
(point to self)

#### THE SUN

Over there the sun gets up,  
And marches all the day.  
At noon, it stands right overhead;  
At night it goes away.

(extend arms horizontally)  
(raise arms slowly)  
(point straight up)  
(lower arms slowly and  
drop down)

#### RAINBOW

From big black clouds  
The raindrops fell.  
Drip, drip, drip, one day.  
Until the bright sunlight  
Changed them all  
Into a rainbow today.

(point toward sky)  
(flutter fingers)  
(form circle with hands)  
(arc arms to form rainbow)

## WEATHER

### II. Supportive Experiences

#### PIT-PAT

I listen to the raindrops fall  
On thirsty trees and flowers.  
I hear the rain, "pit-pat, pit-pat."  
I'm so thankful for the showers.

#### WIND TRICKS

The wind is full of tricks today,  
He blew my daddy's hat away.  
He chases our paper down the street.  
He almost blew us off our feet.  
He makes the trees and bushes dance.  
Just listen to him howl and prance.

#### WINDY

The wind came out to play one day.  
He swept the clouds out of his way; (make sweeping motion  
with arms)  
He blew the leaves and away they flew. (make fluttering motions  
with fingers)  
The trees bent low, their branches did too. (lift arms; lower them)  
The wind blew the great big ships at sea; (make sweeping motions)  
And the wind blew my kite from me!

#### SUMMER FUN

You see me in the sky above on a summer's day.  
I am a welcome friend of your when you go out to play.  
I heat the ground with rays so warm,  
And help the flowers grow.  
But if you're not careful on sunny days,  
I might burn your skin, you know!

#### THUNDERSTORM

Boom, bang, boom, bang!  
Rumpety, lumpety, bump!  
Zoom, zam, zoom, zam!  
Rustles and bustles  
And swishes and zings!  
What wonderful noises  
A thunderstorm brings.



## WEATHER

### II. Supportive Experiences

#### BROADCASTING

Last night the thunder began to roll  
And I began to cry.  
Then Daddy (Mommy) said, "That's broadcasting, child,  
From Station S K Y!  
'A storm is coming,' the thunder says.  
So step inside real quick.  
We'll watch the lightning's fireworks play  
And hear the wind's music."

"I'll not be frightened at all next year,  
When March comes blowing by  
And Daddy (Mommy) and I tune in again  
With Station S K Y!"

#### PITTER PATTER

Pitter, patter, pitter, patter,  
Hear the raindrops say.  
But if a sunbeam should peep out  
They would make a rainbow play.  
Rumble, rumble, rumble, rumble,  
Hear the thunder say.  
But soon the clouds will all be gone  
And we'll go out to play.

#### THUNDER

Black clouds are giants hurrying Across the field of the sky. And they slip out bolts of lightning As they go racing by.	(move hands and arms alternately and quickly through the air) (throw arms out at angles from each other, with rapid quivering movement)
When they meet each other They shake hands and thunder. How do you do! How do you do! How do you do!	(bring hands together with loud clap) (shake hands vigorously in rhythm; speak "How do you do?" in a deep voice)

#### JACK FROST

Jack Frost is a fairy small. I'm sure he is out today. He nipped my nose, And pinched my toes When I went out to play.	(show smallness with thumb and pointer)  (point to nose) (point to toes)
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## WEATHER

### II. Supportive Experiences

#### RAINDROPS

I like to watch the raindrops  
Dancing in the street.  
I like to jump in a puddle  
With my little feet.

#### MY KITE

The busy wind is out today  
A-blowing all the clouds away,  
And chasing butterflies and bees  
And making music in the trees.  
My kite it carries far and high  
'Til it is lost up in the sky.

#### UMBRELLAS

Put up the umbrella to keep baby dry.  
Put up the umbrella, there's rain in the sky.

#### THE WIND

Little wind, blow on the hilltop.  
Little wind, blow on the plain.  
Little wind, blow up the sunshine.  
Little wind, blow off the rain.

#### WINTER IS GONE

Now you can put away your sled,  
Take off your warm red mittens.  
For Pussy-Willow's out today  
With all her soft gray kittens.

#### PUSSY WILLOW

I know a little pussy.  
Her coat is silver gray.  
She lives down in the meadow  
Not very far away.

Although she is a pussy,  
She'll never be a cat.  
'Cause she's a pussy willow.  
Now, what do you think of that?

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WEATHER

III. Challenging Experiences

WEATHER WORDS

Which word belongs in the sentences below? How many of these words can you read?

The (ran, rain) makes big puddles in our yard.

The (wind, wand) blew over our tree.

(Clowns, clouds) are covering the sky.

The sky is filled with bright (stairs, stars).

The (moon, moan) is full tonight.

WEATHER SCRAMBLE

Unscramble the letters to make a word which will match the pictures below.

\_\_\_\_\_  
c e i



\_\_\_\_\_  
d w i n



\_\_\_\_\_  
n o s w



\_\_\_\_\_  
l c u o d



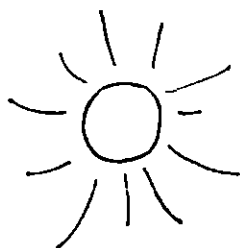
\_\_\_\_\_  
a r i n



\_\_\_\_\_  
r i b a n w o



\_\_\_\_\_  
n u s



\_\_\_\_\_  
t s r a



## WEATHER

### III. Challenging Experiences

#### WEATHER RHYMES

Have two groups of children with the same number in each group. Form lines. The first person in each line is "It." The teacher says a weather word, and the persons who are "It" say a word which rhymes. Those persons move to the end of the line, and a new person is "It." Examples: rain (pain, cane, drain)  
snow (blow, so, toe, go)  
cloud (loud, crowd)

#### WEATHER STORY-STARTERS

Give this story-starter to the children; they may finish it in any way they create. They may also draw pictures to go with their story.

One day it began to rain soon after I awakened. By noon, it was pouring down. As I glanced out of the window, I noticed.....

OR

One cloudy, snowy day, something happened to me which I will never forget. After watching the snow fall all morning, I decided to go outdoors to play. Was I ever surprised when I opened the door to find.....

#### WEATHER DICTIONARY

Children can make their own weather dictionary by drawing a picture of different types of weather. Each child may add words representing that weather. Staple each child's pages for his book.

