

Hey Kids!

Out the Door, Let's Explore! Web Component



Rhoda Redleaf

HEY KIDS!

Out the Door, Let's Explore!

Web Component

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Nature Walks



“A rain shower on a stream with a purple butterfly”
Victoria, age 7



Cold Day Walk

Poems and Finger Plays

Senses

Some things are soft and furry
And feel so warm to touch,
I like them very much

But you should see me hurry
When things are cold as ice
'Cuz they don't feel so nice.

The North Wind

The north wind doth blow (*imitate wind sounds*)
And we shall have snow (*"snowflakes falling"*)
And what will the robin do then? (*look quizzical*)
He'll fly to the barn (*imitate flying*)
To keep himself warm (*snuggle up*)
And tuck his head under his wing
Poor thing (*tuck head under arm*)

Cold Weather

Wind in the chimney, snow in the air
Frost on the window, ice everywhere
Put on your snow pants and button your coat
Slip on your mittens, scarf round your throat
(*imitate dressing motions*)
Do be careful and don't freeze your noses
You'll need them next summer
To smell the roses.

Walking in the Snow

Here we go walking in the snow
Carefully stepping on tiptoe
Lift your left foot, then your right
Raise them to this tall height (*hold hands up high*)

Here's some ice along the side
Watch us while we slip and slide
Carefully gliding nice and slow
Then, suddenly, oops, down we go!

(*Dramatize walking in the deep snow and slipping and sliding on the ice. Act out this verse with children in their stocking feet and don't forget to imitate actions.*)



Hot Day Walk

Poems and Finger Plays

Summer Senses

In summer I like to sniff outdoors,
Just like the puppies do
I like to smell the flowers
And the early morning dew.

I like the smell of fresh cut grass
And the taste of lemonade in a glass
I like the feel of the nice, warm sun
And the cool, cool breeze when day is done.

In Summertime

In summertime I play so hard
I love to run around the yard (*run in place*)
I like to climb up all the trees (*pretend to climb trees*)
But keep away from buzzing bees (*make buzzing noises*)

And when the day gets very hot (*fan self*)
Into a pool of water I plop (*pretend to swim*)
And then I dig in the sand for hours
Making tunnels, roads, and towers. (*imitate sand play*)

The Sprinkler

The sprinkler turns and turns around
Spraying water all over the ground
It waters our grass and while it's on
I run right through it and have some fun.
(*children can turn with arms extended, and then shake themselves dry*)

Summer Fun

Summer brings us nice warm sun
For swimming and fishing and lots of fun
Digging for rocks and shells in the sand
And sunbathing to get a tan
How wonderful to run and play
At the beach on a sunny day

The Opposite Game

It's fun to play the opposite game
I say a word and quickly you name
The opposite thing that's not the same
I say up and you say down
I say smile and you say frown
I say happy and you say sad
I say good and you say bad
I say cold and you say hot
I've got a few and you've got a lot.
(*let the children fill in the opposite words on their own and make up their own opposites*)



Rainy Day Walk

Songs, Poems, and Finger Plays

Rain and Thunder (to the tune of "Frere Jacques")

Rain and thunder, rain and thunder,
Boom, boom, boom; *(clap hands)*
Boom, boom, boom. *(clap hands)*
See the flash of lightning,
Oh, my, it is frightening,
Boom, boom, boom; *(clap hands)*
Boom, boom, boom. *(clap hands)*

Rain Is Falling (to the tune of "Twinkle, Twinkle, Little Star")

Pitter, patter, little drops,
Rain is falling, never stops.
On the windows and the roofs,
Like the sound of little hoofs.
Pitter, patter, splash the drops,
The raining noise never stops.

A Rain Story

"Pitter, patter, pitter, patter," hear the raindrops say. *(drum fingers on table or floor)*
But if a sunbeam should peep out, they'd make a rainbow gay. *(touch fingers overhead to make rainbow)*

"Rumble, rumble, rumble, rumble," hear the thunder say. *(move knuckles back and forth on table or floor)*

Soon the clouds will be all gone, and we'll go out to play. *(move hands behind back)*

Thunder

Black clouds are giants, hurrying across 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-DOOOOOOO.

Activities

Experiments to Try

Put water in a pie tin and let it sit out for a few days. Observe what happens. Discuss evaporation.

Return to an outdoor puddle later in the day or the next day. What happened to the puddle?



Windy Day Walk

Songs, Poems, and Finger Plays

Wind Is Blowing (to the tune of “Frere Jacques”)

Wind is blowing, wind is blowing.

All around, all around.

See the leaves go twirling; (*pretend to be leaves twirling*)

See the dust it’s swirling.

Blow, wind, blow—blow, wind, blow.

Wind is blowing, wind is blowing.

All around, all around.

See the kites go flying; (*pretend to run and fly kites*)

Run and keep on trying.

Blow, wind, blow—blow, wind, blow.

Additional verses:

See the snowflakes twirling;

Into drifts they’re swirling.

See the boats go sailing;

With their sails flailing.

Oh, How the Wind Does Blow (to the tune of

“Over the River and through the Woods”)

Over the ground and through the trees

Oh, how the wind does blow.

It moves the leaves or clouds or snow everywhere
it goes.

Over the ground and through the trees,

The wind keeps blowing so.

It bends the branches to and fro and hums so very
low—oh.

Over the ground and through the trees

Oh, how the wind does blow.

It blows my hair and scarf around

And every other thing it’s found!

The Wind

The wind is blowing very hard,

It’s blowing things into my yard.

Papers, twigs, and all those leaves;

And many, many types of seeds.

It blows the clouds along the sky;

And flaps the clothes on the lines nearby.

It makes the smoke from chimneys curl;

And all the flags it does unfurl.

Continued on next page

Four Little Leaves

Four little leaves *(hold up four fingers on one hand)*
On the branch of a tree.
Along came the wind, *(make flutter motion with other hand)*
And then there were three. *(hold up three fingers)*
Three little leaves in the morning dew.
The wind fluttered by, *(make fluttering motion)*
And then there were two. *(hold up two fingers)*
Two little leaves
Waving in the sun.
A sudden gust of wind,
And then there was one. *(hold up one finger)*
One little leaf
Hanging up there,
The wind shook that branch, *(make wind motions)*
And now it is bare.

Windy Day Walk

We went for a walk one windy day, *(walk in one direction)*
And found before too long
That if we turned the other way *(turn around and walk in another direction)*
The wind helped us along!

Wind Chill

As we went walking one winter day—*(walk in one direction)*
Into the wind so strong—
We turned around before too long
And walked another way! *(walk backward)*

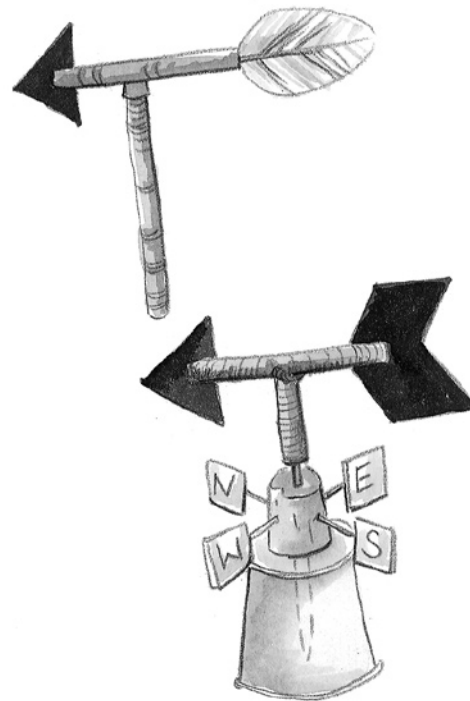
Activities

Things to Measure the Wind

Weather Vane, Version 1

Make a simple weather vane using a straight pin, straw, pencil with an eraser, arrowhead shape cut out of tagboard, a long feather, and clay or gum.

Use the straight pin to attach the straw to the pencil eraser. Move the pin up and down a few times to make the hole in the eraser large enough for the straw to turn freely. Make a slit at one end of the straw. Slide the tagboard arrowhead into that slit. Place the feather into the straw's opening at the other end, securing it with a small amount of a gummy substance such as the clay or gum. If you wish to hold the vane further away than arm's length, tape the pencil to a stick.



Continued on next page

Weather Vane, Version 2

You can make a complex weather vane that includes direction indicators with two straws, scissors, clay or sealing wax, arrowhead and tail shapes cut out of tagboard, four toothpicks, a knitting needle, cork, a Styrofoam base, and small pieces of paper.

To make the vane part, cut a 2- to 3-inch section off of a straw and seal one end with the clay or sealing wax. Place the remaining section in the clay or wax perpendicular to the first straw. Flatten the two ends of the larger straw section; glue the small tagboard arrowhead to one end and a larger tail section to the other end. Assemble the base of your vane by inserting the knitting needle through the small Styrofoam base and then through the cork. Slip the straw vane onto the knitting needle. Insert the four toothpicks into the cork so they are all at right angles. To the toothpicks, attach small cards with direction indicators (N, S, E, W) written on them. The important thing in making vanes is that the tail section be much larger than the arrow.

Anemometer

You can make an anemometer in much the same way as the weather vane, version 2. Set up the cork, knitting needle, and Styrofoam base as with the weather vane. Put gummy material on top of a drinking straw. Place three or four small plastic spoons (one of a different color) into the gummy material. Slip the straw over the knitting needle. Count the rotations per minute by counting the times the colored spoon passes a set mark.

You can measure the wind on several days, and keep a chart of your readings. Give your own weather reports using your own measures.

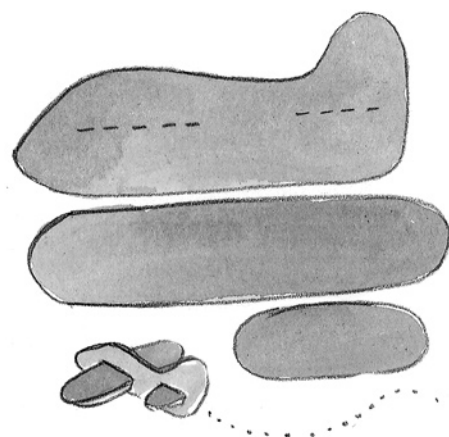
Things to Fly

Streamers

Make streamers using different weights of paper, from strips of tissue paper to strips of heavy construction paper. Test how the wind affects them. Attach the strips to a dowel or stick. You can also make streamers from strips of corduroy, silk, and other cloths.

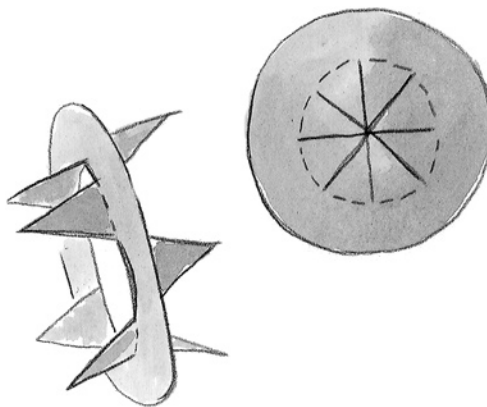
Airplanes

Make airplanes from folded paper and from Styrofoam trays.



Wind Skipper

To make a wind skipper, cut a circle from a 10-inch tagboard square or use a 10-inch paper plate. Cut spokes from the center to 2 inches from the edge of the circle. Fold the wedges up and down in an alternate pattern.



Continued on next page

Parachute

Use a 2-foot square of cloth, a small ball, and some string to make a parachute. Cut the string into four pieces of equal length and attach one piece to each corner of the cloth. Wrap the other ends of the strings around the ball so they enclose it, and tie securely. Toss in the air and let your parachute float down. Do this indoors and outdoors to see what difference the wind makes in the way the parachute moves.



Snowy Day Walk

Songs, Poems, and Finger Plays

Snowflakes

The snowflakes come down
Softly calling (*fingers falling from above head*)
From my window sill
Come out and make a snowman (*shape snowman*)
And go sliding down the hill. (*sliding steps*)

Shoveling Snow (to the tune of "Here We Go Round the Mulberry Bush")

This is the way we shovel the snow
Shovel the snow, shovel the snow
This is the way we shovel the snow
On a cold and frosty morning

Additional Verses:

What will we find down under the snow
We found a boot down under the snow
(*let the children add verses of other things they might find*)

The Snowman

The snowman fat, put on his hat
And began to dance around
The sun came out, made the snowman pout
And he melted to the ground.

The Melting Snowman (to the tune of "I'm a Little Teapot")

I'm a little snowman, round and fat
Here is my scarf
And here is my hat
When the merry sunshine comes to play
Watch how fast I melt away.

It's Snowing

It's snowing, it's snowing
Big flakes falling down
They make a white carpet
All over the ground
I like to lie down
In the fluffy white snow
And if I move my arms just so
I can make an angel you know (*have children lie down and move arms to make angels*)

Snow Sparkles

This is a shining, sparkling day
Everything sparkles the prettiest way
Everything's shiny and everything's bright
Because of the snow stars that fell in the night
Stumbled and tumbled until they fell down
To make this a shining and sparkling town

Continued on next page

Wind Is Blowing (to the tune of "Frere Jacques")

Wind is blowing, wind is blowing

All around, all around

See the snowflakes twirling

Into drifts they're swirling

Blow wind blow, blow wind blow.

Activities

Snow Stories

Have the children dramatize and/or make up stories about:

- shoveling snow
- pushing a snow blower (with sound effects)
- brushing snow off a car and scraping the windshield
- climbing up big mounds of snow
- building a snow fort or tunneling through snow
- riding on a snowmobile
- pushing cars that are stuck in the snow
- driving a big snowplow



Animals and Birds Walk

Songs, Poems, and Finger Plays

Oh, Did You Hear? (to the tune of “The Muffin Man”)

Oh, did you hear the doggies bark?
The doggies bark, the doggies bark?
Oh, did you hear the doggies bark
When you went out today?

Oh, yes, we heard the doggies bark
The doggies bark, the doggies bark.
Oh, yes, we heard the doggies bark
And this is what they say: *(make dog sounds)*

Additional verses:

Oh, did you hear the kittens meow?
Oh, did you hear the birdies sing?
Oh, did you hear the froggies croak?

I’d Like to Be

I’d like to be a bunny
And hop and hop all day. *(hop)*
I’d like to be a little pup
And run and run and play. *(run)*
I’d like to be a birdie
And fly and fly so high. *(imitate flying)*
I’d like to be a buzzy bee
And buzz and swoop and fly. *(make a buzzing sound and swoop hands)*

I’d like to be so many things
That I see out my door. *(look outside)*
But really I’m a little child
Who sits down on the floor. *(sit down)*

The Little Squirrel

The little squirrel with a bushy tail,
Goes scampering all around.
And every day he stores away,
The nuts that he has found.
Whiskey, frisky, hippety-hop,
Up he goes to the treetop.
Whirly, twirly, round and round,
Down he scampers to the ground.

If I Were a Bird

If I were a bird, I’d sing a song
And fly around the whole day long. *(flap arms to fly)*
And when night comes, I’d go to rest
Way up in my cozy nest. *(rest head on arms)*

Continued on next page

A Backyard Story

The squirrel keeps climbing all over the yard,
Plotting and planning what he will try:
To get food from the bird feeder, he really works
hard

While the family dog keeps a watchful eye.
At his post by the tree, the dog stands guard;
Hoping to catch that squirrel by and by.

Activities

Make Lotto Games

Using a variety of animal seals or pictures from wrapping paper, make animal lotto games. Use them to play games for small groups or as a sorting activity for individual children.

Make Matching Games

Cut out pictures of animals and animal homes. Let the children match the animal to its home.

Mount pictures of animals, such as birds, mammals, and reptiles, on tagboard. Draw or cut out other pictures of animal body parts such as bills, tails, wings, and facial features. Mount these on small cards. Have children match the body part to the appropriate animal.

Animal Category Game

Cut several 8-by-10-inch sheets out of tagboard. On each sheet, draw a large picture of a setting where creatures might be found, such as a yard, woods, house, farm, swamp, or zoo. Cut out pictures of the creatures that might be found in those settings. Have children sort the pictures according to where the animals, insects, or birds might be found.

Something for the Birds Bird Feeders No. 1

In a large bowl, have children mix together one part margarine to one part peanut butter. Twist wire around a pinecone to form a loop for hanging. Spread the peanut butter mixture over the pinecone with a knife. Roll the pinecone in birdseed or cereal crumbs. Hang outside.

Something for the Birds Bird Feeders No. 2

Poke a pair of holes near the top of a paper cup; tie string or wire to these holes to use for hanging. Poke another pair of holes near the bottom; insert a pencil or twig through the holes so the birds can use it as a perch. Poke other holes in the sides of the cup above the perch.

Fill the cup with a mixture of peanut butter, bread crumbs, birdseed, and apple bits. Hang outside.



Insects and Spiders Walk

Songs, Poems, and Finger Plays

One Little Ant (adapted from “One Elephant Went Out to Play”)

One little ant crept out to play
Out from his little hill one fine day.
He had such enormous fun
He called for another little ant to come.

Two little ants crept out to play
Out from their little hill one fine day.
They had such enormous fun
They called for another little ant to come.
(hold up fingers for each number or use this song as a circle game and have one child pick another for each new number)

The Millipede

Said the thousand-legged worm *(open hands three times; [10 x 10 x 10])*
As he gave a little squirm, *(squirm around)*
“Has anybody seen a leg of mine? *(lift leg to one side)*
For if it can’t be found, *(shake head)*
Then I will have to hop around *(hop on one foot)*
On the other nine hundred and ninety-nine.” *(open hands three times, leaving out one finger the last time)*

Creeping, Creeping Little Bug (to the tune of “Twinkle, Twinkle Little Star”)

Creeping, creeping little bug
What a heavy load you lug
Working hard the live long day
Do you ever stop to play?
Creeping, creeping little bug
Rest inside the home you dug.

Here Is the Beehive (traditional)

Here is a beehive *(hold up fist)*
But where are all the bees? *(make questioning motion)*
Hidden away where nobody sees *(hold up fist again)*
Here they come creeping out of the hive
One, two, three, four, five *(open fist—one finger at a time)*
Buzz, buzz, buzz *(make hand fly all around)*

Caterpillar Chant

Caterpillar, caterpillar
What can you do?
Spin a cocoon before I’m through.

Caterpillar, caterpillar
What’s happened to you?
Changed to a butterfly that’s what I do.

Continued on next page

Activities

Make Creative Creatures

Have children collect smooth, oval stones (1½ to 2 inches long is ideal). Talk with the children about where they may collect stones and to always ask first. Wash the stones in warm soapy water (many children love this part), pat dry, and let stand for a day or two to be sure they have dried completely. Paint the stones to look like various insects. Add bits of pipe cleaners for legs and antennae and paper scraps for wings. Add the stone creatures to your table displays. You can also make bug bodies out of clay, using the same decorations for other body parts.

For inspiration on the look of bug bodies, read *Miss Spider's Tea Party*, by David Kirk. It's a delightful story in verse with highly imaginative bug pictures. Perhaps the children can plan some imaginative activities for their bug creations.

Make Bug Boxes

Make bug boxes to take on your walks so the children can collect insects if they wish.

To make a bug box, cut off the top section of a plastic dish detergent bottle. With scissors, make a few small openings along the sides of the lower section. Insert the lower section into

a section of nylon stocking—making sure there are no holes in the part of the stocking that covers the openings in the bottle. Leave about 6 to 8 inches of stocking hanging loose above the bottle for the children to hold onto. It is not necessary to knot the stocking at the top, as long as the children hold the stocking closed. The children can spread the stocking open, roll it down a bit, and drop the bug inside.





Trees Walk

Songs, Poems, and Finger Plays

Oh, Maple Tree (to the tune of “Oh, Christmas Tree”)

Oh, maple tree, oh, maple tree,
How pretty are your branches.
Your pointed leaves are colored bright;
All red and gold in the sunlight.
Oh, maple tree, oh, maple tree,
How pretty are your branches.

Oh, evergreen tree, oh, evergreen tree.
How lovely are your branches.
Your many needles, soft and fine;
Your special cones and scent of pine.
Oh, evergreen tree, oh, evergreen tree,
How lovely are your branches.

Leaves and Nuts

The leaves are green, the nuts are brown,
They hang so high, they’ll never come down.
But leave them alone ‘til the bright fall weather,
And then they will all come down together.

The Big Tree

I see a tree; *(point to eye and then point outward)*
It looks mighty big to me. *(make a large overhead circular motion with arms)*

Its branches are so very high, *(extend two arms upward overhead)*

It almost seems to touch the sky. *(jump as if to touch ceiling)*

Fall

Fall has come again,
And on each flower and weed—
Where little blossoms used to grow—
I found a pod of seed.

Changing Trees

Have you ever noticed that the trees
Can tell us about the seasons?
I don’t know exactly why
But I’m sure they have their reasons.

In fall their leaves change color
And then fall off the tree.
But in spring new buds start growing
And soon green leaves we’ll see.

Some trees grow beautiful blossoms
That in summer turn to fruit.
Trees produce different seeds
And some of them look cute.

Continued on next page

Activities

Trees and Leaves Matching Chart

Make a large mural, bulletin board, or chart on poster board to match trees with their leaves and fruits, nuts, and seeds. Use colorful yarn or telephone wire to connect the trees with the appropriate leaves. You can use items collected on walks or cut out pictures of trees and leaves from magazines and books.

Examples for mural or chart include (use tree types found in your neighborhood):

- Oak tree: oak leaves, acorns
- Pine tree: pine needles, pinecones
- Fruit tree: leaves and blossoms, fruit
- Cottonwood tree: leaves, cotton fluff



For the Birds



Make a bird's nesting ball to hang on a tree in the spring, and a bird feeder in the fall.

For the nesting ball, put bits and pieces of yarn, ribbon, or string in a piece of netting cut from an onion bag. Tie and hang near a tree. Watch the birds pick at the contents.

For a bird feeder, roll a large pinecone in peanut butter and dip it in birdseed. Hang on a tree where you and the children can watch the birds eat.

Leaf Rubbings

Make leaf rubbings by placing a piece of paper over a leaf. Rub the paper with the side of a crayon. Do the same for pieces of bark, clusters of evergreen needles, pinecones, and seed pods. Display the rubbings on a bulletin board about trees.



Flowers and Plants Walk

Songs, Poems, and Finger Plays

In the Garden (to the tune of “Oh, My Darling Clementine”)

(vary the names of flowers, if you wish)

In the garden, in the garden,
In the garden down the street,
There are flowers, pretty flowers;
And they look so nice and neat.
There are roses and petunias
And some lovely daffodils.
There are tulips and begonias
And some lilacs on the hills.
In the garden, in the garden
That we visit on our street,
Are the flowers, pretty flowers
And their blossoms smell so sweet.
In the garden, in the garden,
In the garden down the street,
We see carrots and some peppers
All in rows that look so neat.
There are green beans and potatoes
And some lovely pumpkin vines.
See the sweet corn and tomatoes,
Vegetables of many kinds.
In the garden, in the garden
That we visit on our street,
See the veggies that will help us
Get the right things when we eat.

Do You See My Garden Grow? (to the tune of “The Muffin Man”)

Oh, do you see my garden grow,
My garden grow, my garden grow? *(move hands up to imitate growing)*
Oh, do you see my garden grow,
I water it just so. *(pretend to sprinkle garden)*

Oh, do you see my garden grow,
My garden grow, my garden grow?
Oh, do you see my garden grow,
I rake it nice and slow. *(pretend to rake)*

Oh, do you see my garden grow,
My garden grow, my garden grow?
Oh, do you see my garden grow,
I weed it, don’t you know. *(pretend to pull weeds)*

Tulips

One red tulip in the garden grew *(hold up one finger)*
Soon a yellow one opened, *(add second finger)*
Then there were two.
Two pretty tulips that we could see,
Now there is a pink one, *(add third finger)*
And that makes three.
The next morning when I looked out the door I saw
another red one, *(hold up four fingers)*
And now there are four.

Continued on next page

Activities

Experiments with Seeds

Plant a variety of seeds, including those collected on the walk, in different types of environments. Bean seeds sprout very quickly and are good for watching the growth process. Plant seeds in moist paper towels, sponges, dirt, or sand. Place one paper towel and one sponge in pie tins and another set in glass jars with covers. Keep all seed beds moist.

Observe which ones need more watering and which ones sprout first. Place the seeds in the towels and sponges in such a way that you can see the seeds and watch them as the roots and plants begin to sprout.

Plant a sweet potato by suspending one with the pointed end down in a glass jar. Use toothpicks poked into the sides of the potato to hold it up. Add water until the bottom of the potato is covered. Watch what happens. Avocado pits can be planted in the same way.

Plant flower bulbs according to the directions.

Table Garden Display

Plant small box gardens in flat plastic containers. Fill three medium-sized containers with dirt. In one container, sprinkle lots of grass seed. In another, plant different vegetable seeds, sowing the seeds in rows and marking each with the name of the seeds planted. In the third container, plant flower seeds in the same way.

Keep a logbook on the table and record the growth of each garden. Use a ruler to measure things as they grow. When the grass grows tall, let the children cut it with scissors. It will need cutting on a regular basis, just as a lawn does.

On the table, display pictures of different types of gardens and gardens in different areas, such as desert gardens, cactus gardens, rock gardens, and Japanese gardens.



Pond, Creek, or Stream Walk

Songs, Poems, and Finger Plays

In the Pond

We walked to the pond the other day *(walk in place)*
And saw some ducks, but they flew away. *(imitate flying)*
We tossed in some crumbs so they came right back. *(tossing motions)*
And gobbled them all with a quack, quack, quack. *(clap hands like quacking)*

In the same pond sitting on a log, *(put right fist on left arm)*
Croaking away was an old bullfrog.
He seemed to be waiting in his old log seat,
For some juicy bugs that he could eat! *(pretend to eat)*

Five Little Ducks

Five little ducks close to shore *(hold up five fingers)*
One flew away and then there were four. *(flap arms like wings)*
Four little ducks in the pond I see *(hold up four fingers)*
One flew away and then there were three. *(flap wings)*
Three little ducks watched as he flew *(hold up three fingers)*

One dove in the water and now there are two. *(make diving motions; hold up two fingers)*
Two little ducks splashing for fun *(flap and splash)*
Another dove under and now there is one. *(hold up one finger)*
One little duck looked up at the sun, *(look up)*
And dove in the water, so now there are none. *(diving motions)*

A Family Affair

A little white duck and a big green frog
Sat together by an old brown log.
Three little ducklings swam nearby
While the frog tried to catch a big black fly—
To feed her tadpoles by and by.

The frog and tadpoles swam away
And went to the lily pads to play
The ducklings walked along the shore
Til mother said, "Let's dive some more"
And off they went 1, 2, 3, 4. *(hold up fingers 1, 2, 3, 4)*

Ten Little Ducks

Ten little ducks went swimming in the pool *(hands together make swimming motions)*

Continued on next page

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Dove down in the water to keep themselves cool
(*dive hands downward*)
Flapped their wings and made a big splash (*flap arms*)
Swam in circles and then in a flash (*hands together again*)
Up, up, up, and away they all flew (*make hands fly away*)
And they were all gone in a second or two.

Little Turtle (traditional)

There was a little turtle (*form circle with hands*)
Who lived in a box (*form box with hands*)
He swam in a puddle (*swimming motion*)
He climbed on the rocks (*climbing motion*)
He snapped at a mosquito (*grabbing motion*)
He snapped at a flea (*grabbing motion*)
He snapped at a minnow (*grabbing motion*)
And he snapped at me!

He caught the mosquito (*catch and eat*)
He caught the flea (*catch and eat*)
He caught the minnow (*catch and eat*)
But he didn't catch me! (*shake head no*)

Activities

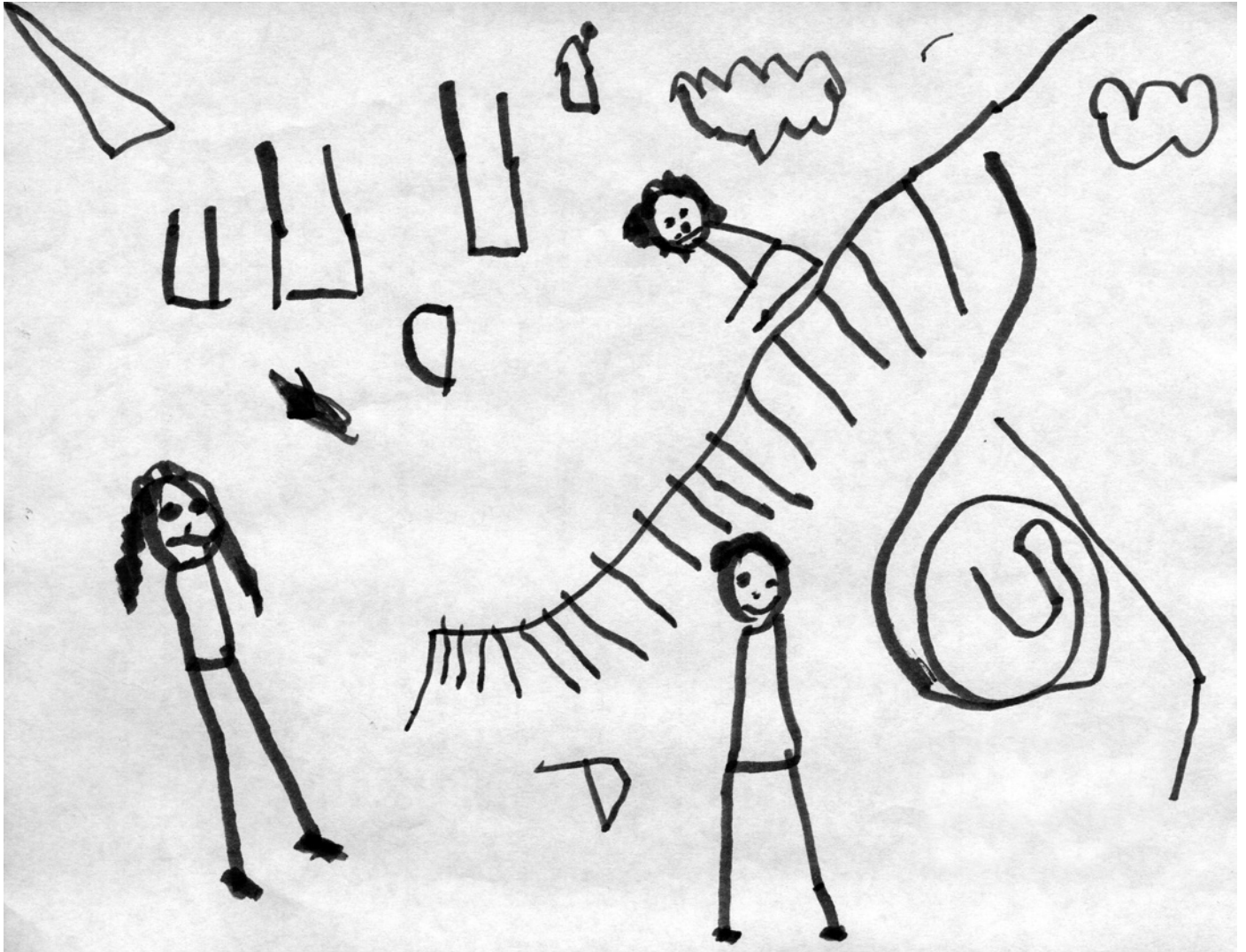
Pond Life Dioramas

Small shoeboxes work well to make dioramas. Let the children paint the shoeboxes as backgrounds (green or brown work well). Use blue tissue or construction paper for ponds of different size and shape. Encourage the children to make things found in ponds for their dioramas, such as small animals, cut grasses, plants, lily pads, and shells. Let each child design and make his or her own diorama, encouraging them to look in the books for ideas. Collect natural weeds and plants as needed to decorate these display items.

Create a Pond (and other Habitats)

Pour the water you brought back from the pond into an aquarium or large clear bowl container. Add some weeds and ferns to float in the water. Put magnifying glasses near the container so you can watch any life developing. The book *Habitats*, by Pamela Hickman, has easy directions for setting up a pond habitat. Add snails or small crabs if you can find some.

Community Walks



“We go to the playground and Vivian went down the slide”
Ian, age 4



Hotel/Motel Walk

Poems and Finger Plays

The Hotel

A hotel has so many floors.
On each floor are many, many doors.
And each door has its own special key.
Behind the door is a room with a TV.
And beds for all my family.

Going Away

Sometimes it feels scary to go away
And not know where you are going to stay.
It might be a big place we call a hotel
Or a drive-up version that's called a motel.

In both of these there are fun things to do.
There may be an elevator you can see through;
Things to climb on and a swimming pool, too.
There are places to eat to get snacks for you.

A Suite Hotel

It's so much fun to go away, (*pretend to drive*)
And check in to the place we stay. (*sign paper and get key*)
I like to jump on the great big bed (*pretend to jump*)
I'm careful not to bump my head. (*hold head*)

One room has a couch instead, (*pretend to sit on couch*)
But it opens up into a bed. (*pretend to pull it out*)
It's just perfect for my brother and me.
We climb inside and watch TV.

Activities

Read and Find Out

Read *Blumpoe the Grumpoe Meets Arnold the Cat*, by Jean Okimoto, *Do You See a Mouse?*, by Bernard Waber, and several other books about staying in or running hotels. After several stories

and discussions related to your trip, write up some summaries in list form, such as:

- Good Things about Staying in Hotels
- Bad Things about Staying in Hotels

Continued on next page

- Easy Jobs to Do in the Hotel
- Hard Jobs to Do in the Hotel
- Things about Hotels That Are Like Home
- Things about Hotels That Are Different from Home

Design Your Fantasy Hotel

If Disney can design fantastic hotels, why not your group? In a display area, put out the brochures and pictures of hotels and resorts you collected on the trip or cut out pictures from ads, magazines, or travel brochures. Ask parents for brochures or postcards of places they have stayed. Let the children look at the materials and decide what things

they would like to add to their fantasy hotel. Use a large sheet of paper to design this great place. Draw it or make a large collage using samples cut out of your brochures. Show all the special features the children want to include in their hotel.

Write up a description to put next to the drawing or collage. Let the children decide on a name for their hotel and where it is located. Remember to include the people who will work there and what they will do. Will they wear special clothes?

Plan to take an imaginary trip to your fantasy hotel. Plan what you will need to pack, how you will get there, when you will go, and how long you will stay.



Library Walk

Songs, Poems, and Finger Plays

To the Library We Go (to the tune of “Hi Ho, Hi Ho, It’s Off to Work We Go”)

Hi ho, hi ho, to the library we will go.
To find some books.
Oh, lots of books;
We see them row by row.

Let’s chose some books to read
A card is all you need
Then they can let them go
Hi ho, hi ho, hi ho.

At the Library

How many books on the shelves do you see?
Hundreds and hundreds for you and me.
The library is an amazing place;
So many things in each special space,

But the thing I like best at the library,
Is they always seem to like to help me
Find just the perfect book I need
To take to my house to read and reread.

Three Books

A great big book, *(pretend to hold a big book in your hands)*
A medium-sized book, *(hold a medium-sized book)*
And a little book I see. *(hold a small book)*

Shall we read them
Are you ready?

1, 2, 3 *(repeat the motions from big to small)*

Some Books (to the tune of “Here We Go Round the Mulberry Bush”)

This is the way we find some books, *(pretend to take books)*
Find some books, find some books.
This is the way we find some books,
At the library in our town.

This is the way we look at the books, *(pretend to look at books)*

Look at the books, look at the books.
This is the way we look at the books,
At the library in our town.

The Reading Family

A book about planes for Tom; *(hold up one finger)*
A book about sailing for Mom. *(hold up two fingers)*
A book about dinosaurs for Tad; *(hold up three fingers)*
A book about fishing for Dad. *(hold up four fingers)*

Continued on next page

Continued from previous page

A book about dogs for Amy, *(hold up five fingers)*
A book about trains for me. *(point to self)*
Six great books for my family; *(hold up six fingers)*
And we found them all at the library!

In the Library (to the tune of "Oh, My Darling Clementine")

In the library, in the library
In the library down the street,
There are books, so many books
About things that are so neat.
There are stories about people
Who would be so fun to meet;
In the library, in the library
To read stories is a treat!



Bakery Walk

Poems and Finger Plays

Bakery Treats

I love the smell of fresh baked bread *(sniff)*
And the cupcakes frosted pink and red
At the bakery I get a special treat *(reach out)*
A cookie that I like to eat *(pretend to eat)*

At the Bakery

I went to the bakery
And what did I see
Cases full of cookies
For you and me.

Muffins and donuts
All in a row
And some lovely sweet rolls
Shaped like a bow

But can you guess
What my favorite would be
It's something delicious
That's called a brownie

Five Cookies

(This verse can be used as a flannel board activity with different cookies or using finger to count down from five.)

Five different cookies on the bakery shelf
And the baker said, "Help yourself"
Sara took an Oreo
And that left four
Tom said "Chocolate Chip for me"
Now there are three
The oatmeal raisin went to Sue
And that left two

Ben took the sugar cookie
Which left one
I took one with M and M's
And now we are done

Continued on next page

Activities

All about Bread

Taste the breads you brought back from the store and talk about where they come from originally. Talk about how the same ingredients (flour, water, yeast—either in or out) can result in different types of bread depending on the kind of oven used and the way bakers roll and shape the dough.

Let frozen bread dough thaw and give each child some dough. Let them decide how to shape their dough: flat like a pizza or tortilla or puffy like a

roll. Bake their breads to see what happens and how they taste. Be sure to look in the oven frequently to make sure the flat breads do not get too crisp. If the bread rises somewhat despite being pounded flat, explain that this dough has yeast in it that makes dough rise.

If you wish, experiment with making your own dough.



City Plaza Walk

Songs, Poems, and Finger Plays

The Hamburger (to the tune of "I'm a Little Teapot")

(use with flannelboard cut-outs)

First you take a hamburger on a bun.
Then you start to have some fun.
Add a little ketchup and some cheese,
Lettuce and tomato, if you please.
Then you get to take a little bite.
Umm, delicious! Tastes just right!

Five Little Children

(Hold up five fingers to start; with the other hand touching one finger at a time as you say each line. You can also use props: attach pictures of foods to tongue blades and let children hold them up in sequence.)

Five little children at the restaurant today.
The first one said, "I'll have steak if I may."
The second one said, "What's this I see?
Barbecue ribs, now that's for me!"
The third one said, "What should I eat?
I guess fried chicken would be a treat."
The fourth one said, "I'm not hungry,
A hamburger is enough for me."

The fifth one said, "I don't want that stuff,
But a great big pizza would be enough."
Along came the waitress
And what do you think
They all ordered pizza,
As quick as a wink!

This Little Hamburger

This little hamburger has ketchup. *(hold up thumb)*
This little hamburger has none. *(hold up next finger)*
This little hamburger has pickles. *(hold up next finger)*
And this little hamburger has cheese. *(hold up next finger)*
But this little hamburger has everything—*(hold up little finger)*
And that's for me, please! *(move little finger toward mouth)*

In the Bank *(to the tune "Frere Jacques")*

In the bank, in the bank,
There's a safe, there's a safe.
Safe to keep our money, safe to keep our money,
Safe, safe, safe. Safe, safe, safe.

Continued on next page

The Elevator

There's a place like a box for a giant *(form huge shape with hands)*
With doors that open and close *(bring hands together and pull apart)*
It feels like a moving closet
Up and down is how it goes *(bend up and down)*

On a wall are some buttons with numbers
That you press when you step inside *(pretend to press numbers)*

It waits until everyone's ready
Then the elevator gives you a ride *(crouch down)*
Whoosh! It goes up to the top *(jump up)*
I wonder how it knows where to stop?

The Escalator

Have you ever seen that funny kind of stair
That comes out of the floor and goes up in the air
You step on it and before you know
To the very next floor is where you go

It looks like stairs as it moves along
But when you get to the end it's suddenly gone
Where it goes is a mystery
Then in a few steps, another one you'll see

Those funny stairs are really fun
But on them you must be careful and never run

(Show the children a toy tractor with rubber treads around its wheels. Notice how the tread keeps turning around as the tractor moves. Put a sticker on the tread so you can observe how the same spot comes back on top. Think about how that might be similar to the escalator and what other things might work the same way.)

The Big Toy Store

I went to the toy store and what did I see?
Shelves and shelves full of toys staring at me
Boxes of games and toys from ceiling to floor
Dolls and bikes and cars and trucks galore.

So many electronic toys and games
I can't remember all their names
I had fun pretending to drive some great cars
And playing some computer games about stars.

But I couldn't decide what I liked best
So I left them all there with the rest
I'll come back another day
And try to find something "good to play."

The Little Toy Store

There's a little toy store in our neighborhood
With lots of toys that are really good,
But the wonderful thing about this place
Is all the things are out in a special play space.

There's a whole wooden Brio train set up for play
A climber and fast track and more on display
I have the best time in that little toy store
And always want to go back to play more.

Hardware/Home Improvement Store Walk

Songs, Poems, and Finger Plays

This Is the Way (to the tune of "Here We Go Round the Mulberry Bush")

This is the way we hammer a nail, *(make hammering motions)*

Hammer a nail, hammer a nail.

This is the way we hammer a nail,
So early in the morning.

Additional verses:

This is the way we sand our blocks... *(make sanding motions)*

This is the way we saw our wood... *(make sawing motions)*

The Tool Song (to the tune of "Did You Ever See a Lassie?")

Did you ever see a hammer, a hammer, a hammer?

Did you ever see a hammer

Pound this way and that? *(imitate up and down pounding motions with wrists)*

And this way and that way,

And this way and that way.

Did you ever see a hammer

Pound this way and that?

Did you ever see a saw, a saw, a saw?

Did you ever see a saw

Cut this way and that? *(imitate sawing motions with arm)*

And this way and that way,

And this way and that way.

Did you ever see a saw

Cut this way and that?

(Add other tools and the accompanying motions)

The Tools

I have a little hammer

That can pound nails all the day; *(imitate pounding)*

And a funny little monkey wrench

That can turn things any way. *(imitate turning)*

There's a measure, a screwdriver,

And a saw too. *(imitate uses of each tool)*

Is there anything you'd like me

To fix for you?

Works with One Hammer (to the tune of "Mary Wore a Red Dress")

[Name of child] works with one hammer, *(make pounding motion with one fist)*

One hammer, one hammer.

[Name of child] works with one hammer

All day long.

Continued on next page

[Name of second child] works with two hammers,
(add pounding motion with second fist)
Two hammers, two hammers,
[Name of second child] works with two hammers,
All day long.

(Continue up to five hammers. After fists, add feet, one at a time, and head for the pounding motions; vary the names as you start each verse, and have that child start the motion.)

Last verse:

[Name of final child] works with five hammers,
Five hammers, five hammers, (all parts making

hammering motions)

[Name of final child] works with five hammers,
Now [he or she] puts them down. *(stop all motions)*

The Lumber Store

Wooden boards called two-by-fours;
Wooden cabinets and doors;
Wood for walls and stairs and floors;
Paint for fences and so much more—
We will find at the lumber store.

Activities

Feel and Tell

Place common tools in a sack. Let each child reach in and try to describe or name the tool without looking at it. Show the tool and talk about what kind of tool it is and what it is used for.

Fit Together

Provide a box of large nuts and bolts and let the children find ones that fit together.

Provide a box of pipes and fittings for the children to fit together.

Provide a ready-made lock box or make one yourself.

Hardware Lace-Ups

Cut thin plastic tubing into 2-foot lengths. Tie a washer to one end and use the tube as a bead lace. String washers (rubber or metal) bolts, small spools, or other small items with holes in the center.

What Does It Do?

Make a categorizing game that organizes hardware store items by the functions they serve. Cut out pictures of items from Sears or hardware catalogs. Have three small containers (boxes, envelopes, or paper plates) with a picture on each that illustrates one type of category. Samples of categories include:

- Things that cut: all types of shears, saws, scissors, utility knives
- Things that hold things together: nails, screws, nuts, bolts, hinges
- Things that make things smoother: sanders, polishers, sandpaper, file, rasp

Children sort the small cut-up pictures into the appropriate container. This game could be done with an adult at first.

Market/Grocery Store Walk

Songs, Poems, and Finger Plays

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

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

At the Store

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

Three Grocery Stores

A little neighborhood store, *(put hands for a partial rectangle shape by joining thumbs and extending fingers upward)*
A medium-sized store, *(enlarge the shape)*
And a great big supermarket, *(spread hands to form a large, large shape)*
I see.

Shall we count them?

Are you ready?

One, two, three *(repeat the three motions; indicate size of building)*

Five Fruits

(Use with felt cutouts or pictures of fruits; children take turns eliminating each fruit as appropriate; substitute their names and the fruits)

Five different fruits at the grocery store.

[Name of child] chose a [fruit] and now there are four.

Four different fruits we all can see.

[Name of child] picked a [fruit] and that leaves three.

Three different kinds left for you.

[Name of child] chose a [fruit] and now there are two.

Two yummy fruits will soon be done.

[Name of child] took the [fruit] and now there is one.

One bunch of [fruit] for everyone. *(for the last fruit use cherries, box of berries, or any fruit that comes in bunches)*

We will all share them and now there is none!

Continued on next page

Activities

Fruit Families: Taste and Tell

Examine the citrus fruits you bought at the store. Cut them open and notice their structure, seeds, texture, and taste. Decide what things are similar among all of them and what are different. Can you decide why they are a family of fruits, or why they are called citrus fruits? Write a description of each one, giving its name and distinguishing characteristics. Be sure to include how they taste. Squeeze juice from each fruit and let the children taste it. Conduct similar examinations of other fruit families, such as peaches, nectarines, and other fruits with a single seed. Decide what they have in common, and if they are a fruit family.

Vegetable Exploration

Bring in a batch of fresh peas and green beans. Let the children shell the peas and taste them. Try cutting the green beans as they are cut before being frozen: French-cut, sliced plain, and sliced on an angle. Taste them raw; then cook and eat them. Which way do the children like them best? Use the empty pea pods as paintbrushes if you wish.

Compare other vegetables as well, such as cucumbers and zucchini squash, corn on and off the cob, varieties of tomatoes, and varieties of potatoes.

Fruit in Many Forms

Show some examples of dried fruits, fresh fruits, canned fruits, and frozen fruits. Try to figure out what has to be done to fresh pineapple to make it look like canned pineapple. Cut the fresh pineapple in various ways, similar to how it appears in cans (such as slices or chunks). Take the fresh pineapple and let it cook for a while in a little water to see what happens. What happens if you add sweetener to the water? Wonder if other canned and fresh fruits are related. How are they treated and packaged? Read the labels on the cans to see if sugar is added.

Compare dried and fresh fruits and decide what has happened to the fruit to make it dried. Try dehydrating some banana slices by baking them at a low temperature. Taste fresh fruits and their dried counterparts.

Make a chart showing pictures of fresh fruits and their dried counterparts. Include fresh and dried apricots; prune plums and prunes; grapes and raisins; apples and dried apple slices; and any others you can find. Besides dried fruits, include in your fruit chart pictures of fruits and their other forms such as juices, sauces, and jams.



Vehicles Walk

Songs, Poems, and Finger Plays

Drove a Truck (to the tune of “Mary Wore a Red Dress”)
(use all the children’s names and several different trucks; let the children choose the type of truck they wish to drive)

[Name of child] drove a dump truck, dump truck,
dump truck,
[Name of child] drove a dump truck, all day long.
[Name of child] drove a tow truck, tow truck, tow
truck,
[Name of child] drove a tow truck, all day long.

Old MacDonald Had a Truck (to the tune of
“Old MacDonald Had a Farm”)
Old MacDonald had a truck, E-I-E-I-O;
And on his truck he had a horn, E-I-E-I-O.
With a beep-beep here and a beep-beep there,
Here a beep, there a beep, everywhere a beep-
beep,
Old MacDonald drove his truck, E-I-E-I-O.

Additional verses:

Wheels, with a whrr-whrr
Windshield wipers, with a swish-swish
Brakes, with a screech-screech
Radio, with a rock ‘n roll

Five Big Trucks

Five big trucks outside our door, *(hold up five fingers)*

The dump truck drove away,
Then there were four. *(hold up four fingers)*

Four big trucks that I can see,
The garbage truck drove away,
Then there were three. *(hold up three fingers)*

Three big trucks with work to do,
The moving van drove on,
Then there were two. *(hold up two fingers)*

Two big trucks shining in the sun,
The milk truck pulled away,
And then there was one. *(hold up one finger)*

One mail truck whose work was all done,
Pulled away and then there were none. *(no fingers)*

*(you could also have five children hold pictures
of trucks named in the verse; as each truck drives
away, that child sits down)*

Continued on next page

Trucks Work

The moving van carries a great big load;
Look at all the furniture it can hold.
The car carrier hurries down the road;
Taking cars to a dealer to be sold.
Trucks keep working all day long;
Carrying loads to the places they belong.

Three Little Cars (to the tune of "Three Little Ducks That I Once Knew," or use a chant)

Three little cars that I once knew, *(hold up three fingers)*
Hatch-back, and compact, that made two. *(hold up two fingers)*
But the one little car *(hold up one finger)*
With the stripes on its side,
It ruled the road with its overdrive.
Zoom, zoom, zoom. *(put palms together and move hands forward in quick weaving motion)*

My Car (to the tune of "Mexican Hat Song")

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

The Wheels on the Car (to the tune of "The Wheels on the Bus")

The wheels on the car go round and round,
Round and round, round and round.
The wheels on the car go round and round,
All through the town.

Additional verses:

The doors on the car go open and shut...
The wipers on the car go swish, swish, swish...
The lights on the car go blink, blink, blink...
The horn on the car goes beep, beep, beep...

Activities

Truck Lotto

Create homemade games about trucks. Make a lotto game using pictures of real or toy trucks from catalogs or magazines, or using truck stickers available in school supply or gift shops. Make three or four master boards with four to six pictures of trucks on each. Mount a duplicate picture of each truck on a small card to use to match those on the master board. A Tonka Toy Company catalog, day care center supply catalog, or large equipment brochures are sources for truck pictures. Remember, you need two identical pictures of each truck.

Transportation Match-Up

Make a transportation matching game. Children match the pictures of products or items to be transported to the picture of the type of truck that would be used.

Select samples from magazines or catalogs. Some suggestions for the game include:

- Boats: truck with boat trailer
- Cars: car carrier
- Fruits, vegetables: pickup truck
- Milk: refrigerated tanker
- Cement: cement mixer
- Parcels: UPS truck
- Furniture: moving van

Woodworking

Let the children make trucks out of scrap wood to use in play. Keep markers close by so the children can add windows, fenders, and other accessories to their vehicles.



Construction Site Walk

Songs, Poems, and Finger Plays

This Is the Way We Build a House (to the tune of "Here We Go Round the Mulberry Bush")
This is the way we dig the basement, *(use arms to imitate digging)*

Dig the basement, dig the basement.
This is the way we dig the basement,
When we build a house.

Additional verses:

This is the way we make the basement . . .
(pretend to stack concrete blocks and smooth cement around them)

This is way we make the walls . . . *(pretend to hammer boards in place)*

This is the way we hoist the roof beam . . .
(pretend to lift very heavy beams)

This is the way we put on the shingles . . . *(pretend to nail shingles onto a roof)*

This is the way we paint the house . . . *(move arms up and down in a painting motion)*

This is the way we lay the carpet . . . *(get down on hands and knees and pretend to smooth out the carpet)*

The Skyscraper

Build a floor, and add a floor
And another floor I see.
Do you know how many?

I bet it's fifty-three. *(old up five fingers on one hand and three on another)*

Build levels, starting low and go up, up, up

Have you ever seen a building
That went up so high? *(look way up and point to the sky)*

They call it a skyscraper
Can you tell me why? *(or 'Cuz it seems to touch the sky.)*

The Cement Mixer

See the mixer turning, round and round, *(twirl hands)*

Mixing up cement, pound after pound.

Fill the wheelbarrow, hurry to the site, *(pretend to push heavy wheelbarrow)*

Smooth on the bricks, to hold them right. *(pretend to build a brick wall)*

Down at the Corner (to the tune of "Down by the Station")

Down at the corner, early in the morning,
See all the workers gathering their things.

See all the trucks, moving to and fro.

What are they building? Do you know?

Continued on next page

Who Builds Our House? (to the tune of "Have You Seen the Muffin Man")

Oh, do you know an architect,
An architect, an architect?
Oh, do you know an architect,
To draw the plans for our house?

Additional verses:

Oh, do you know a carpenter...
To build the frame for our house?

Oh, do you know an electrician...
To bring light and power to our house?

Oh, do you know a plumber...
To bring water and heat to our house?

Activities

A Book about Construction

Make up a book about different types of construction. Include pages on highways, bridges, skyscrapers, shopping malls, tunnels, airports, and as many other settings as you wish. Think about the problems each kind of building presents and what would be needed for each site. Look for pictures to use in your book. Write the children's comments about how to solve design and construction problems. Encourage the children to look in books about construction to get ideas for your book.

Foundations You Can Eat

Illustrate the bricks-and-mortar concept with a variety of food combinations that offer fun in the making and eating. The sticky substances hold together the solid substances to construct a

foundation or a whole house. After the building process, the builders can dismantle their creation and eat it if they wish.

Some materials to use for bricks include Jell-O squares, crackers, graham crackers, toast, pieces of banana and apple, or marshmallows.

For the mortar, you can use cream cheese or whipped cream, peanut butter, applesauce, or soft cheddar cheese.

Roller Painting

Bring out paint rollers, brushes, and water and let the children pretend to paint with them. Indoors, they can paint on a blackboard; outdoors they can paint on walls or sidewalks.



Neighborhood Walk

Songs, Poems, and Finger Plays

The Playground

There's a playground where we often go,
With swings, slides, and climbers, high and low,
And something you push to make it go round,
And teeter-totters that can go up and down.

There's a house like a fort and a sandbox too.
And funny climbing spaces that are red, yellow,
and blue.
These are some bouncing horses to ride,
But my favorite is the curving slide.

Do You See the House? (to the tune of "Do You Know the Muffin Man?")

(sing as you walk; make up verses to describe the things you are seeing)

Oh, do you see the apartment house,
The apartment house, the apartment house?
Oh, do you see the apartment house,
On the corner of our block?

Oh yes, we see the apartment house,
The apartment house, the apartment house.
Oh yes, we see the apartment house,
At the corner of our block *(or It's built of wood and rock)*.

Additional verses:

Oh, do you see the yellow house...
As we walk down the street?
Oh yes, we see the yellow house...
It's shutters *(mailbox, windows)* look so neat.

Oh, do you see the stucco house...
As we walk down the street?
Oh yes, we see the stucco house...
It's flowers look so neat.

To a Child's House (to the tune of "Over the River and through the Woods")

(Make a map of the route to the child's home, using the clues in the song. Let the child tell you what to put on the map.)

Past next door and across the street
To [name of child]'s house we go.
The map shows the way
We'll walk today
His house is down below.

Past the trees and down the hill
Is where we want to be.
As the map can tell
Turn by the church bell
And soon his house you'll see.

Continued on next page

School Bells

Ding, dong, hear the school bells ring.
See the children hurry,
Don't want to miss a thing.

Down the hall they scurry,
Loaded down with books;
Isn't it amazing,
How busy their school looks!

Activities

Design a Town



Place a vinyl play mat that has roads and a village pictured on it on a table. Add small cars, building blocks, and other props to encourage play. Call attention to the roads and their design and other features in the play village. Use this idea or the pictures in the map books to plan your own village.

With the children, plan all the things to put in the village. Do they want a park, a school, a fire station, a lake or river, stores, an airport, a railroad? Draw a tentative plan on a large sheet of paper and decide where to put the streets, homes, and all the things you decided on. Next, make a larger copy of that plan. Use the back of an old plastic tablecloth or purchase a piece of plastic or vinyl. Plan the size to fit on one of your tables or for use on the floor (3 feet by 4 feet is a workable size).

Use wide black tape for roads (mystic or electrical tape will work). If you want to divide the roads, paint white lines on the tape with Q-Tip cotton swabs.

Use contact paper or wallpaper samples to decorate the things in your village. You can probably find a pattern with houses to cut and stick or tape on your map. Use blue tape for rivers and blue wallpaper for lakes.

Cut other things for your town from the wallpaper sample book or magazines or make small cut-paper patterns. Cover things that might need protection with clear contact paper. Make trees and parks with green paper. You could use small pieces of real trees and place them in bits of clay or small clips (from old games). Clip clothespins can hold some things upright.

Add play people, small cars, trucks, and traffic signs. You might be able to find some wallpaper with train tracks, or draw some tracks on the mat and add a small train set. Let the children think of things they want to add to their village.

Encourage dramatic play. If the cars have crashes, use trucks to take them to the garage, or an ambulance to take the people to the hospital. A police

Continued on next page

car or small fire engine can be kept busy doing things in the town.

In a create-your-own village, you have much more flexibility to add things than the smaller already designed play mats. Use the mat until the children get tired of it, then put it away and bring it out again later on.

Make a Map

On a sheet of newsprint, draw a map to your park. Start at your front door and follow the route you took. Add street names and the landmarks you wrote down on the way. Add anything else the children remember. Take the map with you the next time you go. See if the map is correct and make any additions or corrections. If there are other ways to get to your park, add those to the map for future trips.

Design a Park

Start a large mural depicting the best or ideal playground. Talk over what to have in the best possible playground. Collect playground equipment catalogs and other pictures about playgrounds, and let the children decide what things they want. Do they come up with any unusual ideas like a pirate ship or an enchanted castle? Let them use the catalogs to cut out equipment to put in the playground. Remind them to leave enough space between equipment to be safe. Let them draw pictures or signs for their playground to show people all the things you can do in their park. Give the park a name and create a big decorated sign for it.

After you have finished designing and adding to it and have looked at it for a while, send it to the Department of Parks in your community to let them know what some children would like to see added to their parks.



Fire Station Walk

Poems and Finger Plays

Fighting Fires

Fire engines shiny and bright;
Ready and waiting day and night.
Standing by is its faithful crew;
Each one with a special job to do.
They rush to the fire at the sound of the alarm;
And try to save the people from any harm.

A rescue truck makes number four. *(hold up four fingers)*

The fire chief's car and some vans add more.
Sirens blasting, red lights flashing.

There they go—

1-2-3-4-5 in a row. *(hold up a finger for each number)*

Fire Engines

How many fire engines do I see?
A pumper, a ladder, and a tanker are three. *(hold up three fingers)*

What Color Is It?

Our town's fire engines all used to be red;

But now they have a yellow one instead.

They say there are white ones and green ones too;

I don't like the idea, do you?

Fire engines are supposed to be red!

Activities

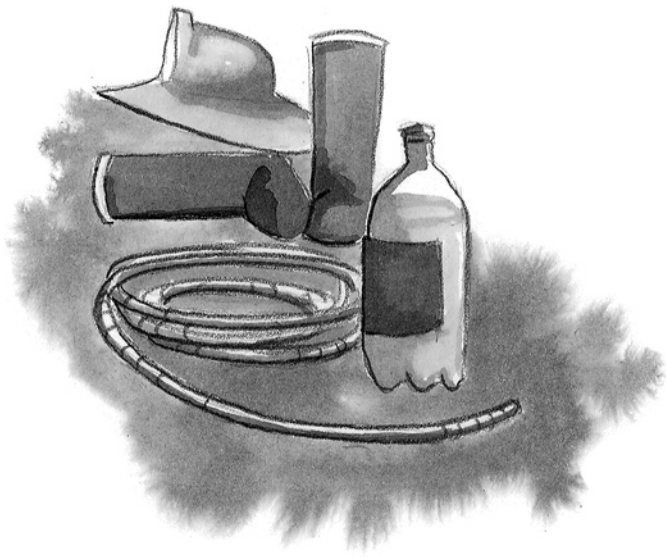
Demonstrate and Talk about It

Add hand water pumps to your water table. (You can find plastic pumping toys or hand pumps in water and sand toy kits.) Add a small piece of plastic tubing to the pump to work like a hose. Have the children pump slow and fast to see what happens to the water coming through the small plastic tube. If the pumping was even stronger and faster, what would happen? If you have an aquarium with an electrical water pump in it, watch how the pump works. Explain to the children that

the pumper fire engines have powerful mechanical pumps built into them that pump the water from hydrants, water tanks, or lakes through the hoses to the fire, just as you pumped water in your water play table. Also demonstrate and use the pumping nozzles that come on cleaning materials. (Clean the nozzles thoroughly before adding them to your water play table). In summer, use these items outdoors along with real hoses and nozzles.

Continued on next page

Dramatic Play Props



Bring in slicker raincoats and large boots to dress up like firefighters.

Add plastic fire helmets or make paper ones: round off one end of a piece of construction paper; cut

two slits in the opposite end about 2 to 3 inches long and fold over the center; staple together to make a hat. Attach a large silver or gold round sticker in the center as a badge.

Make air tanks out of large plastic 2-liter bottles or large oatmeal containers: tie a wide piece of ribbon around each the bottle or container and leave enough ribbon for the children to wear them like a backpack, tying the ribbon behind their backs. Add pieces of thin plastic tubing to look like a breathing line.

Use empty and cleaned air freshener containers as handheld walkie-talkies.

Add plastic tubing and nozzles to make hoses (without water this time) to put out fires. Encourage the children to make up dramatic situations in their play and work as a team of firefighters to help save the day.



Farm Walk

Songs, Poems, and Finger Plays

Farm Animals

Animals live on the farm
We love them every one.
The cow goes “moo,” that’s what they do
Her big brown eye just stare at you.
Our visit was such fun.

Animals live of the farm
We love them every one.
The pig says “oink” and points his snout
He looks at you as if he wants to get out.
Our visit was such fun.

Additional verses:

The horse says “neigh” and runs away
But he’ll come back if you give him hay.

The sheep says “baaa,” just look at me
My fleece is curly as can be.

The goat says “naah,” don’t bother me
’Cuz I’m as grouchy as can be.

The Farmer (to the tune of “The Farmer in the Dell”)

The farmer milks cows each morn. (*act out milking*)
The farmer milks cows each morn.
Hi Ho, the derry oh
The farmer milks cows each morn.

The farmer plants some corn. (*act out planting*)
The farmer plants some corn.

Hi Ho, the derry oh
The farmer plants some corn.

It’s time the sheep are shorn. (*act out sheering*)
It’s time the sheep are shorn.
Hi Ho, the derry oh
It’s time the sheep are shorn.

Get the animals before the storm. (*act out rounding up the animals*)
Get the animals before the storm.
Hi Ho, the derry oh
Get the animals before the storm.

Look! A new calf is born. (*act surprised*)
Look! A new calf is born.
Hi ho, the derry oh
Look, a new calf is born.

Plants Grow

Cornstalks grow high, up toward the sky. (*reach up towards the sky*)
Pumpkins are round, and sit on the ground. (*make a circle with arms*)
But under the ground where we cannot see, (*point to the ground, shake head*)
Grow carrots, potatoes, and onions—All three!
(*hold up fingers, 1-2-3*)

Continued on next page

Activities

From Farm to Table

Read *The Little Red Hen*, by Byron Barton, *Extra Cheese, Please!*, by Cris Peterson, *Cow*, by Malachy Doyle, *Bread Comes to Life*, by George Levenson, or books about milk. Talk about how plants and animals give us the foods we eat. Think about the names of the grains and the names of the cereals the children eat. Start a large chart of plants or animals and the foods and other food products they become. Bring in magazines with food pictures, farm magazines, and seed catalogs that show plants. Some examples for your chart include:

- Cow: milk, cheese, pizza
- Corn Plant: corn on the cob, creamed corn, popcorn, corn flakes, corn bread
- Tomato Plant: fresh tomatoes, soup, ketchup, juice
- Potato Plant: whole potatoes, mashed potatoes, french fries, potato chips, potato salad

Add items to your chart as you find pictures or as the children think of food to add. This should stimulate discussion about vegetables and foods in all their different forms. Ask the children if they know or remember where pickles come from. Encourage them to figure that out. Put books about growing food on display to help the children come up with more ideas for this chart.

Bring in items from your chart to taste in their various forms. Notice if vegetables seem to belong to families like fruits do. See if you can decide on some vegetables that might be related and what characteristic they share.

All About Farm Implements and Machines



Set up a display of the books about farm machines (some of the general farming books have machines in them too). Get some catalogs from a farm implement store or a tractor dealer (John Deere catalogs are impressive) and add those to the display. Make up a book of things used on a farm and put in it pictures of the machines you saw. Write in the name of the machine or implement and what it does. If you have toy versions of farm machines, add those to your display as well.



Apple Orchard Walk

Songs, Poems, and Finger Plays

To the Orchard (to the tune of “Hi Ho, Hi Ho, It’s Off to Work We Go”)

Hi ho, hi ho, to the orchard we will go.
To see some trees, a lot of trees,
All standing in a row.

The apples we will eat
Are all so very sweet
Put some in the press
It looks like quite a mess
But when its done
We’ll all drink some
And cider is the best!

Hi ho, hi ho, to the orchard we will go.
For bushels full of apples sweet,
Hi ho, hi ho, hi ho, hi ho.

At the Orchard (to the tune of “Paw Paw Patch”)

The trees are full and the branches sagging,
The trees are full and the branches sagging,
The trees are full and the branches sagging,
Way o’er yonder in the old orchard.

Picking some apples and put them in a basket,
Picking some apples and put them in a basket,
Picking some apples and put them in a basket,
Way o’er yonder in the old orchard.

Five Red Apples

Five red apples in a grocery store. (*hold up 5 fingers*)

[Name of child] bought one and then there were four.
Four red apples on an apple tree. (*hold up 4 fingers*)

[Name of child] ate one and then there were three.
Three red apples and what did [name of child] do?
(*hold up 3 fingers*)

[She or he] ate one and then there were two.
Two red apples hanging in the sun. (*hold up 2 fingers*)

[Name of child] ate one and then there was one.
One red apple and now we are done. (*hold up 1 finger*)

I ate the last one and now there are none.
(*everyone pretends to eat apples*)

Apples

Most apples are red, but some are green—
And even some yellow ones I have seen.

Apples are usually good to eat;
Some are tart, but most are sweet.

We put them all in a great big pot,
And stirred and stirred when they got hot (*pretend to stir*)

Applesauce is what we got!

Continued on next page

What am I?

First it was a pretty flower,
Dressed in pink and white.
Then it was a tiny ball,
Almost hid from sight.
Round and green and large it grew,
Then it turned to red.
It will make a splendid pie,
For your Thanksgiving spread.

Take a Little Apple (to the tune of "I'm a Little Teapot")

Take a little apple, cut it up
Put it in a pot and cook it up
When it gets all mushy, mash it up
Now it's applesauce, let's eat it up

Activities

Applesauce Experiments

Make applesauce using different kinds of apples for each batch. Cook each type of apple separately and mash in separate bowls. Taste each type of applesauce to see which ones you like best. Mix some together and taste them again. Save some of the applesauce for further taste testing. Add sugar to one and cinnamon to another, and taste again to see the differences. (Some people say the best applesauce is made by mixing several different kinds of apples together. Does your group agree?)

Baked Apple Treats to Make

Remove the core of several apples, keeping the apples in one piece. Sprinkle a small amount of sugar and cinnamon (about $\frac{1}{4}$ teaspoon) in the apple's center and dot with butter. Put a little water (about $\frac{1}{2}$ cup) in the bottom of a shallow baking dish and place the apples in the dish. Bake them at 375 degrees for 45 minutes. Apples should be soft but not mushy. Let them cool. Cut in quarters for children to taste. Serve with a slice of uncooked apple, and talk about how baking changed the apples. What else changed the taste?

Concept Walks



“A tree with rocks and grass on a warm summer day”
Alexandra, age 4



What's It Made Of? Walk

Songs, Poems, and Finger Plays

**These walks are all about wood products but could be adapted to other materials as well.*

The Lumber Song (to the tune of "I'm a Little Teapot")

First you find a tree that's big and tall, *(hands curved over heads to form a tree)*

Watch the lumberjack make it fall. *(pretend to cut down tree)*

Off to the sawmill the logs will go, *(pretend to lift and load on trucks and drive off)*

And turn into boards that look just so. *(spread hands wide apart to indicate long boards)*

Trees and Wood

Each tree is very special,
And has a special name.

And when it turns to lumber,
Its name will stay the same.

The pine trees give us knotty pine,
That's used for walls or doors.

The oak tree gives us solid oak
For tables, chairs, or floors.

Wood We Use

The trees that grow in forests
Where people camp and play,
Will someday be so many things
That we use every day.

(Have children think of things they use that are made of wood.)

Continued on next page

Activities

All About Lumber Bulletin Board or Poster

Design a bulletin board or poster that tells about lumber and how it is used. Start with the two types of trees and add pictures of plain lumber and then the things made from lumber. (See the Tree Walk chapter for more information about trees.)

Conifers or evergreen trees (such as pines, fir, hemlock, spruce, cedar, and redwood) produce lumber called *softwood*. Softwood is used for siding, posts, planks, beams, doors, frames, panels, wood trim, pencils, and boxes.

Deciduous trees (such as maple, oak, birch, poplar, aspen, beech, and walnut) produce lumber called *hardwood*. Mahogany, ebony, teak, and rosewood are tropical hardwoods. Hardwood lumber is used for furniture, paneling, flooring, baseball bats, tool handles, and musical instruments such as guitars. Pieces of hardwood can be used for parts of furniture.

Wood Products Sorting Games

Have the children cut out pictures of wood products from magazines, newspaper ads, and catalogs. Include everything from wood toys to pictures of paneling and cabinets. Use the pictures to play a variety of games, sorting them into different

categories to illustrate certain concepts. Some examples:

- Things we can buy at a lumberyard and things we can't buy there.
- Things we use for building houses and things we just use for living or playing
- Things our parents would buy and use and things we would use.
- Things that are finished products and things we need to finish ourselves.

Each concept creates a different game. Make and use different sorting boxes or master boards, or use the pictures in small group discussions and have the group sort them.

How a Tree Becomes a Block

Make up your own picture book telling the story of lumber. Collect pictures illustrating trees in forests, lumberjacks or loggers cutting down the trees, logs being transported to the sawmills, sawmills in operation, lumber being transferred to lumberyards, and the two-by-four you bought and had cut up. Add pictures of people planting new trees in the forest to complete the cycle. Have the children dictate comments for each picture. Put the pictures together into your own book. Collect pictures the lumberyard may have, and take some of your own.



Shape Walk

Poems and Finger Plays

Circle

I'm a circle (*hold up circle*)
Watch me turn (*rotate*)
Round and round
And you will learn (*point to outer edge*)
I'm not straight,
And I don't bend,
My outside edges never end.

The Shape of Things

Look outside and what do I see?
All kinds of shapes looking at me.
Signs and windows look quite square,
Doors are rectangles everywhere.
Bushes and tires look quite round,
Evergreen trees look like triangles sitting on the ground.
What fun it is to look around
And see how many shapes I've found.

Changing Shapes

A square can do a funny trick (*hold up a square*)
And change before your eyes.
Just turn it so a point's on top, (*rotate so points are at an angle*)
And you will realize,
It's turned into a diamond shape
How's that for a surprise?

Triangle

Triangle is the name for me (*hold up a triangle*)
Count my sides
There's 1, 2, 3. (*point to each side as you count*)

Continued on next page

Activities

Play Shape Games

Give each child a shape object (for example, a block, bead, or shape puppet) to hold. Make sure they know which shape they have for the game. Call out instructions for each group to follow such as, "Squares all jump, circles march, and rectangles clap hands." Be sure to tell them when to stop each action as well.

Make shapes. Children are used to getting into circles for games. Just for fun try making a square or triangle shape with the group. Can they practice marching in that shape?

Go on shape hunts. Again, give each child a shape object or cue card. Have children find something in the room that is the same shape as the one they are holding. Add small paper bags and turn the game into a scavenger hunt. Have pairs or teams look for five items of that shape; add a few additional cue cards for each team's search.

Sociable Cracker Shape Game

Make a path game on a file folder or piece of tagboard using the shapes in a box of Sociable brand crackers. Trace each cracker shape to use as a pattern, and then trace all the shapes onto a path, running from start to finish on the game board. Start can be a child's picture, finish can be the snack table or a smiley face. Make four playing cards approximately 2 inches square of each of the six shapes (an 8-by-12-inch folder of tagboard should produce the 24 playing cards).

Children play the game by drawing cards and moving their player to that shape. Children take turns and continue until they reach the finish. This can also be played as a snack time game. Children draw a card, move their player to that shape, and take that shape cracker to eat.

You can make similar path games using six basic shapes. Trace shapes in an alternating pattern on the game board. Cut the six shape patterns out of mystic tape or a solid colored contact paper to fit on a die. Mount one shape on each side of the die. Children throw the die and move their player to that shape.



Color Walk

Songs, Poems, and Finger Plays

Shades of Red

Which color do you like best?
I like red better than all the rest.
But which red do you mean?
Light red, dark red, or in between?

I'll look at those letter cards to see
Which red is the best for me?
Look at all those shades of red!
Maybe I should choose pink instead.

I never knew colors could be so tricky
Red is red, I'm not so picky.
All shades of red look good to me
Like fire engines, valentines, or apples might be.

The Rainbow

I see a rainbow in the sky
It's colors arching way up high
How many colors do I see?
Red, orange, and yellow
That makes three
Blue and green make two more
Two shades of purple
That makes four

All together that makes seven
It looks like a road to heaven
But the colors fade so very fast
Rainbows never seem to last.

All about Red

Red is the color I like best
'Cuz it's brighter than all the rest
Fire engines are red and stop signs, too
Some apples and tulips I pick for you
Sometimes the sky turns a fiery red
Just before the sun goes to bed

(Encourage the children to make up poems about other colors and the and the things they associate with the colors.)

The Traffic Light (to the tune of "Twinkle, Twinkle Little Star")

Twinkle, twinkle traffic light
Changing colors, shining bright
You can tell us what to do
Stop and go depend on you
When you twinkle red or green
We do exactly what you mean

Continued on next page

The Safety Song

Red light, red light, what do you say?
I say stop and stop right away.
Yellow light, yellow light, what do you say?
I say wait and stay that way.

Green light, green light, what do you say?
I say go but look each way.
Thank you, thank you, red, yellow, green
Now I know what traffic lights mean.

Activities

Squish Bags

Squirt shaving cream into small zip-lock baggies and a small amount of tempera paint to the bag. Let the children squish the bags (gently) to mix the paint and observe how the color changes. What happens if you use two colors like a little blue and a little yellow?

Fill some plastic squeeze bottles with water and add food coloring. Take the bottles outside and let the children experiment with mixing colors by squirting different colors into containers. Talk about what happens and what combinations make which colors. What happens when they mix all the colors together?

Shades of Color Pictures

Let the children paint pictures that use shades of the same color. Use one color paint at a time and a container of water. Start at the top of the paper and make a stripe of paint after dipping the brush in the vivid color. Dip the brush in water and make another stripe. Dip the brush in water again and paint another stripe. Repeat until the paint color has become pale. The picture will produce various shades of the same color and look much like the paint sample cards. After the children understand how they can make shades of the same color by using water and paint, have them create their own designs and pictures.

Color Samples Matching Game

Using sets of paint color samples, make a matching game. Cut the samples into individual pieces and mount four or five shades of the same color onto a 5-by-5-inch master board (make separate master boards for six different colors). Put the second set of colored pieces into a small box. Children match the pieces to the same colors on the master board. One child at a time can use this game, or you can use it as a small group game.

Yellow Light

Paint some paper plates yellow and print "Wait" on them. Tape tongue depressors to the backs of the plates for handles. Talk about the yellow sign and what *wait* means, and talk about looking each way on green. Use a fast march or run and have the children slow down when the yellow appears and get ready to stop. Talk about how cars have to slow down to stop and how the yellow light gives them warning to do that.

Making Traffic Signs

Have the children paint some paper plates red and green. Print "Stop" on the red ones and "Go" on the green ones. Tape tongue depressors to the backs of the plates for handles. Use "The Traffic Light" for a marching game. As the children march and sing, hold up the paper plate signs at random and have the children follow the sign directions. Let the children take turns being the sign handler.



Big and Small Walk

Poems and Finger Plays

A Confusion

A bee is very little
And a bear is very big
But look at all these puppets
They're the same size as the pig!

So when we are playing
We have to realize
We better make the animals
Act according to their size
(Another springboard for discussion)

The Three Boxes

A big box, a medium size box
And a little box I see
Shall we count them?
Are you ready?
One, two, three. *(make different size box shapes with hands)*

(Use this verse as a basis for the following discussion activities.)

Use the same verse with balls as the subject and discuss which games use which size balls and wonder why.

Set up a sorting or categorizing display using three different size boxes (or cut up paper shapes to represent the boxes): small, medium, and big. Have children collect things from around the room (blocks, cars, balls, toys) and sort them according to size. Collect things from outdoors (stones, pinecones, and so forth) and sort them as well.

What other items can you sort by size? Make some comparison charts such as play dishes and pots and the dishes and pots used for cooking and eating.



Light and Shadows Walk

Songs, Poems, and Finger Plays

Five People All in a Row

See the five people all in a row; *(hold up five fingers)*

See their shadows facing just so. *(hold second hand parallel to first)*

The first one bends and says, "How do?" *(bend thumb)*

And then his shadow does so too. *(bend second thumb)*

The next one starts to twirl around; *(twirl finger on first hand)*

And so does her shadow without a sound.
(corresponding finger does same)

Whatever the first person tried to do, *(fingers on first hand make different motions)*

The second one says, "I'll do the same as you."
(fingers on second hand repeat motions)

(This can also be done with pairs of children, one child doing the motions and the other following exactly.)

Oh Dear, Where Can My Shadow Be? *(to the tune of "Oh Dear, What Can the Matter Be?")*

Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
When the sun's high in the sky?

It's lost, lost, lost at the foot of me,
Lost, lost, lost at the foot of me,
Oh dear, lost at the foot of me,
'Cuz the sun's high overhead.

Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
When the sun hides in the clouds?

It's gone, gone, gone far away from me,
Gone, gone, gone far away from me,
Oh dear, gone far away from me,
'Cuz the sun hides in the clouds.

Continued on next page

Do You See My Shadow Go? (to the tune of
"Do You See the Muffin Man?")

(Sing outdoors on a sunny day)

Oh, do you see my shadow go, *(children walk
along)*

My shadow go, my shadow go?

Oh, do you see my shadow go,

It goes along with me.

Oh, do you see my shadow bend, *(children bend)*

My shadow bend, my shadow bend?

Oh, do you see my shadow bend,

It bends along with me.

Additional verses:

Oh, do you see my shadow wave...

Oh, do you see my shadow jump...

Oh, do you see my shadow stretch...

Oh, do you see my shadow hop...

Activities

Pretending

Divide the children into pairs. Let one child be the leader, and let the other child be the shadow who does whatever the leader does. The leader can try all kinds of actions with the shadow following the movements exactly. Have the children change positions so they both have turns to be leaders and shadows.

Make Colored Shadows

Bring in two flashlights and cover them with different colored cellophane such as colored candy wrappers or plastic wrap.

Hold some small objects up in front of the white paper on the wall. Shine the light on the object and see what color shadow it makes.