

# The Community

## Literature

**Title:** Who Does What? (Peek-A-Boo Book)

Author: Eric Hill

Length: 20 pages

Storyline: Each page asks a question and under each peek-a-boo is the answer (i.e. Who delivers letters? lift flap – A Postman)

Illustrations: Large and simple drawings with bright colors. Each page's art represents the dialogue. The peek-a-boo tabs make it more interactive for the children when being read to or reading alone.

Suitability: Suitable for children of a younger nature, ages 2-3 probably. Appropriate for both circle time and one on one reading time. There isn't really an anti-bias perspective all but one character is Caucasian and most of the characters are younger.

Extensions: Take a neighbourhood walk to the grocery, the bakery, the flower shop, etc.

**Title:** Building a House

Author: Byron Barton

Length: 15 pages

Storyline: The first page is a blank hill, then page by page crews like; a digger, carpenters, cement layers, brick layers...etc come and build a house. In the end the house is on the hill and a family moves into it.

Illustrations: The pictures and text are in sync. The focus is on the job at hand. The drawings are simple but the colors are bright and appealing. The drawings are simple.

Suitability: Suitable for toddlers through to preschoolers. Appropriate for both circle time and one on one reading time. This books does not promote an anti bias attitude, it is simply showing how to perform the task of building a house.

Extensions: Books for each job in building a house could be read to the class, also, discussion of workers children have seen building could be prompted, and/or, children could go on field trips, or have visitors from the jobs needed to build a house come for a visit.

**Title:** Mittens

**Author:** Jan Brett

**Length:** 36 pages

**Storyline:** A woodcutter drops his mitten in the forest and it becomes a warm house for a mouse. Then, one by one, quite a few other animals want to move in, too.

**Illustrations:** The pictures and text are coordinated. A beautiful full-color picture book, the pictures are all soft, cool colors with realistic depictions of the characters.

**Suitability:** This book is suitable for children ages 3-4. It is suitable for circle time and one on one readings. This book doesn't have an anti-bias as it's based on animals.

**Extensions:** Children can bring in a photo of their home. A discussion could be prompted about their houses as well as showing them different pictures of houses around the world.

## Art

**Activity:** My Neighborhood

**Age:** 5+

**Materials:** Different color felt pens, crayons and collage materials including pictures of different communities around the world and different professionals in the community, glue and large sheets of paper.

**Method:** Set up the art table with a large sheet of paper in the center surrounded with the pictures and other collage materials and glue. Allow the children to make one communal piece of art together, while talking to the children about the different pictures and what they are drawing etc.

**Extensions:** A matching game could be created by matching certain aspects of the cultures and professionals shown in the collage for example matching a hose to the fire man or a horse and buggy to a man in a western town.

## Music

**Activity:** I'm a police officer (sung to the tune of I'm a little teapot)

**Age:** 3-5

Lyrics:

I'm a police officer  
Dressed in blue.  
If you have a problem,  
I'll help you.  
Call me on the phone  
At 9-1-1,  
And I'll be coming  
On the run!

Extensions: Place police hats and police badges in dramatic play.

**Activity:** The People in Our Town (The Wheels on the Bus)

Ages: 3-5

Lyrics:

The librarian in the town says "Read a book, Read a book, Read a book"

The librarian in the town says "read a book" all day long

Substitute:

The firefighter says stop drop roll.

The teacher says let's learn today.

The carpenter builds all our homes.

The mail carrier brings the mail.

The doctor makes you feel well.

The dentist wants to check your teeth.

Extensions: Discuss other community workers children know. Place storybooks in the library.

**Activity:** What house do you live in? (Sung to the tune of Alice the Camel)

Age: 3-6

Lyrics:

Alice in the purple shirt lives in a blue house...  
Alice in the purple shirt lives in a blue house...

Alice in the purple shirt lives in a blue house...  
So lets all go to Alice's  
Peter in the red shirt lives in a big house...

Best done at circle time and let the children fill in the blanks about themselves. For example what size or color their house is.

Extensions: Have children talk about where they live, what their house is like and who lives in it with them, as some children may come from different families.

## Language Arts

### **Activity:** Matching Game

Age: 4-6

Materials: Cards with people and matching cards with the place in which they would work (i.e. nurse and hospital, hairdresser and beauty parlor etc.) Avoid stereotyping by providing cards with both genders in roles.

Method: Layout all the cards with a small group, then taking turns have the children match up the worker with the location in which they work at. Then ask them to talk about what that person does in their job.

Extensions: Tell an interactive story on a felt board. Start them off with the first line. For example, Marie is going to the post office. What will she do while she's there, J? J answers. Next, Marie is going to the grocery store. What will she do while she's there, K? and so on.

### **Activity:** Who am I?

Age: 4-6

Materials: Picture cards with community workers and titles on them.

Method: Ask children questions like: "I wear a red suit, I drive a big red truck, I have a yellow hose; who am I?" Have the children raise their hands when they think they know who you are. When they guess, show them the card with the picture and title of the character on it.

Extensions: Have the children ask you who they are, prompt them with questions like: "What color is your hat? Where can I find you?" etc.

**Activity:** ABC-Community Puzzle

Age: 4-6

Materials: Construction paper, felt pens, scissors

Method: Create a large puzzle with ABC's and coordinating pictures for each letter to someone in the community like F for Firefighter or N for Nurse etc.

Extensions: Talk to children about what they might want to be when they grow up and if they can think of any other jobs that people they know have that might start with A, B, C, etc.

## *Outdoors*

**Activity:** A trip to the grocery store

Age: 3 – 5 years old

Materials: Emergency Kit, a cell phone or change for a pay phone, drinking water and cups.

Method: Plan the route to the grocery store and how long it will take; before the trip, ask the children "What do you think we will see in the grocery store? Let's make a list of all of your ideas." During the trip, let the children count the amount of the food, compare colors and sizes of the different food, discuss the sorts and uses of the food. The educator will provide them some nutritional information.

Extensions: song – "Apples and Bananas"

**Activity:** Bus Trip

Age: 3-6

Materials: Money, bus schedule, parent permission, appropriate attire.

Method: Organize a bus trip either doing a circuit or trip to a specific location. Contact the local transit company ahead to make sure the time of day is not too busy for that route and inform them of your plans. On the day of the trip set up a buddy system and make your way safely down to the nearest appropriate bus stop. When on the bus look for available seating for the children, if there is none make sure the children are standing near an educator.

Extensions: Sing: The Wheels on the Bus

**Activity:** Construction Site (Set up a Site in the Sandbox

Age: 2-6

Materials: After taking children for a walk to the nearest construction site, set up the sandbox with child-size shovels (large and small), rakes, hand brooms, buckets (all shapes/sizes), dump trucks, tractors, cement mixer, plastic pipes, paint brushes, tape measure, various sizes of tarp and grass-carpet scraps, large bin, driftwood, river rocks, pinecones, shells and other items from nature.

Method: Place items in the sandbox or other appropriate area. For the first day set them up attractively so they appeal to the children, and then show them where to put the items at cleanup time (large bin). Keep these items out until interest fades, slightly modifying each week. (For example, swap trucks, take out plastic pipes and add vacuum hose, etc.)

Extension: Song - Johnny Hammers with One Hammer

## Science/Math

**Activity:** Birthday Cake Counting Game

Age: 3 – 5 years old

Materials: Wood, drill, paint (for making the board), birthday cards that show a numeral for each age - up to age 10 and birthday candles.

Method: Make the board and paint the board to look like cake. A child selects a birthday card, looks at the numeral on the card and puts that number of candles on the cake. The other children celebrate the child's correct match and the birthday by singing the song of "happy birthday to you" and rewarding him/her a sticker.

Extensions: Dramatic play – Birthday Celebration

**Activity:** Where do you live?

Age: 4-6

Materials: Map of your local area, stickers or labels, pen, sheet with everyone's address in the class.

Method: Find out where everyone lives and place them on the map. Ask the children questions like: Who lives the closest/farthest? How could we get to their/your house? Which is the fastest route?

Extensions: Take the map and follow it to a child's home using the route the class made. Make sure it's an appropriate walking distance for the group and that it's a safe route.

**Activity:** Science Experiment – Bridge Shapes

Age: 3-6

Materials: My Big Science Book by Simon Mugford (pg. 18-19),  
6 pieces of 8.5" x 11" cardboard, 8 books (or blocks) of the same size, tape, objects to  
test the strength of the bridge (figurines, blocks, wood, etc.)

Method: Using the book or on your own, try out different ways to make bridges – which  
is the strongest method? Do the activity with the children and then offer them the  
materials to use on their own allowing access to the book as well. Don't forget to take  
pictures of their creations.

Extensions: Song – London Bridge is Falling Down

## *Creative Movement*

**Activity:** Traffic Lights

Age: 3 -5 years old

Materials: three large pieces of paper: one red, one yellow, and one green; materials for  
an obstacle course (optional).

Method - Talk to the children about traffic lights and what's meant by each of the  
three colors

- Explain to the children that they're going to walk all around the room,  
pretending they're driving cars. When they see you hold up the red  
paper, they're to come to a complete stop. When they see you hold up  
yellow, they should walk in place. When you hold up green, they're to  
walk again.

Extensions: Read the book of "The Car Trip".

**Activity:** Song: Hi My Names Joe

Ages: 5 and up

Materials: Room for movement, each child will need some space to move arms and  
legs.

Method: Sit in a circle, with a bit of room beside each person. Give a little introduction of  
the song and explain about the body movements.

Song:

Hi, my names Joe and I work in a button factory,  
I have a house, a car and a family.  
One day my boss came up to me and said,  
"Hey Joe! Are you Busy?"  
And I said, "No" So he said,  
"Then push this button with one hand."  
So I did.

(Repeat song while pushing these imaginary buttons starting from the beginning.  
Continue until you have two hands/ two feet your / your head /your tongue)

Last verse the same except:  
“Hey Joe! Are you Busy?”  
And I said, “YES!”

Extensions: Have a class discussion, finding out where everyone’s parents/guardians work and what they do at their work. A letter may need to go home ahead of time to allow the children to have an at home discussion with their child.

**Activity:** Statues  
Age: 3 -5 years old

Materials: Three songs with different musical styles (Top 40, Strauss Waltz and an African or Latin piece with a strong beat); photos of local statues.

Method: Ask the children if they have seen any statues around the city. Show pictures (optional) and discuss statues in Victoria (for example Terry Fox located on Douglas Street near Dallas Road; Queen Victoria, a Soldier and Captain George Vancouver located at the Parliament Buildings.) Follow the children’s interest and further discuss the history (briefly or in-depth depending on their mood).

Explain to the children that you’re going to put on a piece of music. While the music’s playing, they should move (safely) in any way they want. When the music stops (press pause) they must stop – immediately – and freeze into statues until the music begins again.

Extensions: Add props to this experience, such as scarves, streamers, hoops and/or foam balls.

## *Dramatic Play*

**Activity:** Hair Salon  
Age: 3 – 5 years old

Materials: plastic combs; mirrors; hairpins; rollers; spray bottles; appointment book; plastic capes; brushes; hair dryer with cord cut off; magazines; play money; curling irons (cord cut off); empty shampoo bottles; ribbons; posters of hair styles; telephone; hair clips; wigs/wig heads; towels; headbands.

Method: Make the atmosphere for the dramatic play – hang the banner of the hair salon in front of the dramatic play area; introduce the career of the hair stylist; encourage the children to participate in the dramatic play by introducing some tools and their uses; encourage the children to act as different roles during the dramatic play.

Extensions: Take the children to the barber’s to have a field trip.

**Activity: Community Heroes Dress-Up**

Ages: 3-6

Materials: Police, firefighter, paramedic, nurse and doctor outfits, walkie-talkies, gloves, flashlights, first-aid kit, safe medical supplies, clipboards with paper and pens, telephones.

Method: Start by setting out one of the Community Heroes attire first adding a new Hero each day. For example: start with the police uniforms, walkie-talkies, and flashlights and then the next day add the firefighters uniforms with the telephones, and the next day add the medical outfits and supplies. This will help to peek the children's interest but not overwhelm them all at once.

Extensions: Talk to the children about the roles of the heroes in their community and take them on a fieldtrip or bring these heroes in as guest speakers.

**Activity: Medical Center**

Ages: 3-6

Materials: Medical Center sign, eye charts, other posters; scrub shirts, medical hats, lab jackets, hospital hats; toy syringes, stethoscope, dolls, doctor's kit, flashlights, rubber gloves, cast, pill bottles, tensor bandages.

Method: Start by setting out a few of the main props/items. For example, start with the medical hats, some posters, and just a few medical supplies. Following the children's interest add items as needed. If it needs a boost try incorporating some of the "office" aspects of the center such as a telephone, pencil and paper, calendars, etc.

Extensions: Story – Lions Aren't Scared of Shots: A Story for Children About Visiting the Doctor by Howard J. Bennett, Illustrated by M.S. Weber.