



TRAVELIN' TALES

Learning Extensions

Age: 3 through Pre-K

Domain: SOCIAL STUDIES DEVELOPMENT

Content Standards: SS1, SS2, SS3

The children will:

- develop an appreciation of his/her role as a member of the family, the classroom and the community
- develop a respect for differences in people
- express the beginning of geographic thinking

Activity: The Bigger Picture

Preschool children are beginning to realize that there is a bigger world outside of home and the classroom. They are naturally interested in children around the world, how they dress, what they do for fun, where they go to school, etc. Your class will make a 'world wall,' that grows each day. Cut out the biggest circle you can from a large piece of poster board or even an old box. Then draw four more circles, one inside the other, ending with the smallest on in the middle (like a dart board). On the first day, discuss families. Write 'my family' in the smallest circle. Ask the children to talk about the things they like to do with their families, how many people are in their family, who they live with, etc. Then point out that all families are different, but we all live with people who love and care for us. The second day, write 'my school' on the second biggest circle. Discuss the classroom community and create a 'job chart' where everyone in the class has a small job each day (paint brush helper, plan waterer, weather person, etc.). Make a poster with words and icons along with the children's names and these jobs will be their classroom jobs for the entire week. The next day, label the next circle 'my country.' Lead a discussion about children throughout America, their similarities and differences.

Domain: THE ARTS (CREATIVE DEVELOPMENT)

Content Standards:

The children will:

- explore and use a variety of materials to develop artistic expression (CD1)
- participate in music and movement activities (CD2)
- use drama to express individuality (CD3)

Activity: The Frog, the Lion, Mother Nature, the Fox and the Tiger??

That Puppet Guy adapts folklore into puppet shows to tell many stories. What would happen if all the characters were in the same story? Begin by introducing all the characters the children saw in the show that they want to be in their own story. Point out that every story has a beginning, a middle (usually a problem), and an ending (the solution). List the characters you are using and title your chart paper with "Once upon a time.....". Beginning

with one child dictating a sentence or two, go around your group until all have added to the story. You may have to guide the children back into telling one story together, instead of several different stories. First, write down their dictation describing the characters, then ask where they should begin their adventure. Then suggest that they think of a problem that could happen involving some of these characters. Describe the problem as you build on the story. As you near the end of students, tell them that they need to come up with a solution to the problem, making sure they use the rest of the characters in the story. After you arrive at "...and they all lived happily ever after," the children can make paper plate masks and act out the story as you retell it. If some children are 'stage shy,' they could be the 'sound effects' team and add sounds to enhance the story as it is told. You could make a class book and have the children each draw an illustration of different scenes. Type up the story and include the illustrations, tuck the sheets in sheet protectors, bind and keep the book in your library at school. Class made books are usually the favorite in a preschool classroom. You may also want to introduce music from different countries or genres, explaining the different types of music and its origin as the children make up their own expressive movements.

Domain: PERSONAL AND SOCIAL DEVELOPMENT (SOCIAL AND EMOTIONAL DEVELOPMENT)

Content Standards:

The children will:

Activity: "It Looks Like We Have a Problem..."

Throughout the telling of many stories, the puppets encounter problems that need solved, and that usually means working as a team. Preschool children are just learning problem solving without aggression and tears. As more language develops, the children can use words instead of actions to solve conflicts. They don't naturally do this, so as a teacher, you will be helping them find the right words to use. During group, describe a few of the conflicts you often see in your classroom. List each conflict and several suggested resolutions. Make sure you include suggestions of appropriate resolutions, or offer suggestions if needed. Go through each posed problem and talk about what would happen if you used each solution. If a suggestion of solving conflict is "just hit him," talk about why that wouldn't work well and how friends should not hurt other friends, as one would get in trouble and the other would be hurt. Finally, arrive at the best solution that involves using and building on vocabulary to resolve the conflict. Once you have discussed many appropriate options, make a Class Rule Chart with the children. If children are involved in making the rules, they are more apt to follow them. Keep your list short (4 or 5 rules) and positive (hands and feet to yourself; not 'don't hit'). Write the rules on large paper and add pictures so that the children can see it and be reminded of the class rules. Review your class rules frequently and make sure to notice and encourage the children when you see them using positive conflict resolution during play. Involve yourself if you see a conflict going on by approaching it with, "It looks like we have a problem..." and then talking it through with both children. Give them words to say, such as, "Tell him you don't like that." Remember that what seems like tattling to you, may be the best conflict resolution to a young child just learning how to solve conflicts without aggression. Given the appropriate tools to use, children will soon begin to resolve many conflicts without frequent teacher intervention.