

PRE-K Standards Mobile Lab School

Social Studies – Bus Workshop

Supplies Needed:

- **Group Time:** CD player, Weather Song by Dr. Jean, laminated weather pictures (sunny, cloudy, rainy, foggy, snowy).
- **Blocks:** Pictures of different types of houses from around the world labeled with addresses, books about building houses, globe, maps of the world, 3 different types of blocks, and plastic magnet letters and numbers.
- **Science/Art:** Pictures of rainbows and color mixing, tempera paint (red, yellow and blue), dish soap, 4 plastic trays, wipes, a bucket of warm soapy water, smocks, puzzle pieces cut from tag board (1 for each child), 1 large tag board (with puzzle piece shapes traced in black to match the cut shapes).
- **Music:** Books about different musical instruments from cultures around the world, music paper, clipboard, pencils, musical instruments from different cultures.
- **Manipulatives:** Marble tubes and marbles, seasons/weather floor puzzle
- **Sensory:** Sensory bin, water, tubes, bottle pumps, smocks, pictures of plumbing in a house, water tank on bus, pictures of the process of filling the water tank, posted questions (about water conservation, how we get water on bus, and why we need to not waste it).
- **Library:** Cultural books, State of Nevada and Nevada resource books, weather books, different career books, all about me books.
- **Dramatic Play:** Cash register, play money, shopping bags, purses, wallets, play credit cards, checks, receipt book, pens and pencils, newspaper ads and coupons, play food with bar codes, empty food boxes and cans, plastic shopping carts, and baby dolls.
- **Math:** Cutout pictures of different weather conditions. These pictures glued to sentence strips as a starting pattern for children to match. Example: rain-rain- snow-rain_____.
- **Writing:** Assorted paper, envelopes, markers, crayons, colored pencils, pens, pencils, phone book, and pictures of different types of houses from around the world labeled with addresses.

Contributed Ideas and Authored by Mindy Kinsey
Contributed Ideas Gloria Rodarte
Edited by Terry Randolph

Areas of Interest

Group Time: Weather Song

Song: Weather Song by Dr. Jean

(Teacher hand out visuals: sun, wind, rain, snow, cloud, fog cards)

What will the weather, weather, weather,

What will the weather be today?

Is it sunny, sunny, sunny? (Have children with suns hold them up)

S-U-N-N-Y today.

Is it cloudy, cloudy, cloudy? (Have children with clouds hold them up)

C-L-O-U-D-Y today

Is it rainy, rainy, rainy? (Have children with rain hold them up)

R-A-I-N-Y today

Is it foggy, foggy, foggy? (Have children with fog hold them up)

F-O-G-G-Y today

Is it snowy, snowy, snowy? (Have children with snow hold them up)

S-N-O-W-Y today

Materials Needed:

CD player, Weather Song by Dr. Jean, laminated weather pictures (sun, cloudy, rainy, foggy, snowy).

Educational Opportunities

The children will be given the opportunity to **identify weather conditions** while singing this song and participating in the activity.

Content Standards: G= Geography

G8: Environment & Society

Indicators:

G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).

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Blocks: Homes From Around the World

Materials Needed:

Pictures of different types of houses from around the world labeled with addresses, books about building houses, globe, maps of the world, 3 different types of blocks, and plastic magnet letters and numbers.

Educational Opportunities

While playing in the block area, children will have the chance to **complete the simple task** of building a structure **together** with the different kinds of blocks. While building together, children can **begin to recognize that problems can occur within a group**. The **letters and numbers** of different **addresses** are written out on pictures of homes from around the world. This will help the child begin to **relate those address to their own address**, as well as help them to begin to understand that **people** live in other **places** in the world. They can use the plastic letters and numbers to match the addresses on the pictures.

Content Standards: H= History, G= Geography

H1: People, Cultures, and Civilizations, H2: Nation Building & Development, G6: Places & Regions, G7: Human Systems

Indicators:

H1.PK.1 Children begin to complete simple tasks together.

H2.PK.1 Begin to recognize that problems can occur in groups.

G6.PK.3 Identify numbers and letters related to his/her address.

G7.PK.1 Begin to understand that people move to other places.

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Science/Art: Rainbow Color Mixing/Class Puzzle

Materials Needed:

Pictures of rainbows and coloring mixing, red, yellow, blue tempera paint, dish soap, 4 plastic trays, wipes, bucket warm soapy water, smocks, puzzle piece cut from tag board (1 for each child), 1 large tag board, un cut with traced puzzle pieces in black. These will match all the puzzle pieces that are cutout.

Educational Opportunities

In this center, there are pictures of rainbows. A discussion will take place with the children about the rainbow and colors, which will help them to **identify that weather condition**. When the child finishes painting/color mixing his/her puzzle piece, they will place it where it belongs on the large tag board. This **simple task** will allow the children to **complete** the puzzle **together**.

Content Standards: H=History, G= Geography

H1: People, Cultures, and Civilizations, G8: Environment & Society

Indicators:

H1.PK.1 Children begin to complete simple tasks together.

G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).

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Music: Cultural Musical Instruments

Materials Needed:

Books about different musical instruments from cultures around the world, music paper, clipboard, pencils, different types of musical instruments from different cultures.

Educational Opportunities

This center will allow children to explore musical instruments that are from different cultures, which could be from their **own families' culture**. They will have **two choices involving the classroom resources** that are in this center.

1. Experiment and play with the instruments
2. Look at the books about the different instruments.

While playing in this center the children will be expected to **follow our classroom rules**.

Content Standards: H=History, Ec=Economics, C=Civics

H1: People, Cultures, and Civilizations, Ec11: The Dynamic Economy, C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)

Indicators:

H1.PK.3 Share information about their family practices, customs, and culture.

Ec11.PK.2 Decide between two choices involving classroom resources.

C13.PK.1 Follow classroom and school rules.

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Manipulatives: Social Studies

Materials Needed:

Marble/ tubes, seasons/weather floor puzzle

Educational Opportunities

While doing either the floor puzzle or the tubes/marbles children will begin to complete these simple tasks together as well as, **recognize that problems can occur in groups**. Both manipulative **resources** will help children **identify direction and location**. In this center the children will have to **decide between the two choices available**, and will be helped to **follow our school rules**. The puzzle has the four seasons and has pictures of different **weather conditions**.

Content Standards: H=History, G= Geography, Ec=Economics, C=Civics

H1: People, Cultures, and Civilizations, H2: Nation Building & Development, G8: Environment & Society G5: The World in Spatial Terms, Ec11: The Dynamic Economy, C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)

Indicators:

H1.PK.1 Children begin to complete simple tasks together.

H2.PK.1 Begin to recognize that problems can occur in groups.

G5.PK.1 Identify direction and location (e.g., up/down and above/below).

G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).

Ec11.PK.2 Decide between two choices involving classroom resources.

C13.PK.1 Follow classroom and school rules.

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Sensory: Water Conservation

Materials Needed:

Sensory bin, water, tubes, bottle pumps, smocks, pictures of plumbing in a house, water tank on bus, pictures of the process of filling the water tank, posted questions (about water conservation, how we get water on bus, and why we need to not waste it).

Educational Opportunities

While playing in the water, children will **begin to recognize that problems can occur in groups**, and will be encouraged to **follow our classroom rules** about sharing and treating others nicely. The children will be shown pictures of plumbing in a house and the plumbing on the COW BUS. This will help them to **begin to understand that there is difference between their home and the COW BUS**. Because the water tank on the bus can only carry enough water to fill the tank, the children will be asked specific questions that will help them to **understand that the resource can be limited**.

Content Standard: H=History, Ec=Economics, C=Civics

H2: Nation Building & Development, H3: Social Responsibility & Change, Ec9: The Market Economy, C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)

Indicator:

H2.PK.1 Begin to recognize that problems can occur in groups.

H3.PK.1 Begin to understand that differences exist between home and school.

Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).

C13.PK.1 Follow classroom and school rules.

Contributed Ideas and Authored by Mindy Kinsey

Contributed Ideas Gloria Rodarte

Edited by Terry Randolph

Library: Social Studies

Materials Needed:

Cultural books, State of Nevada and Nevada resource books, weather books, different career books, all about me books

Educational Opportunities

The books that are available to be explored in the library will **expose** children to **stories of local residents, and resources and** about different types **of cultures**, which could be the same as his/her own **families' culture or customs**. The all about me books will help children **to recognize characteristics that make them unique**. The weather books will provide opportunities for the children to **identify weather conditions**. The books about different places in the world will help them understand **that people move to other places**. The different books about careers will **demonstrate the role of different jobs in the community**.

Content Standard: H=History, G= Geography, Ec=Economics

H1: People, Cultures, and Civilizations, G6: Places & Regions, G7: Human Systems,
G8: Environment & Society, Ec9: The Market Economy

Indicator:

H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.

H1.PK.3 Share information about their family practices, customs, and culture.

G6.PK.2 Begin to recognize characteristics that make them unique.

G7.PK.1 Begin to understand that people move to other places.

G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).

Ec9.PK.2 Demonstrate the role of different jobs in the community.

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Dramatic Play: Grocery Store

Materials Needed:

Cash register, play money, shopping bags, purses, wallets, play credit cards, checks, receipt book, pens and pencils, newspaper ads and coupons, play food with bar codes, empty food boxes and cans, plastic shopping carts, and baby dolls.

Educational Opportunities

While playing in this center, children can **complete the simple task of playing store**. Because there is only one cash register and a limited amount of play money, purses, wallets, babies, shopping baskets and bags, the children will **recognize that problems can occur in groups**. The children will be encouraged to **follow our classroom rules** about sharing and taking turns. In this dramatic play area, children can pretend to be a grocery clerk, which can provide them the opportunity to **demonstrate the knowledge about of different roles of a job in the community**. The play store will **demonstrate the role of consumers** and **the children will begin to understand that money is exchanged for the play food**.

Content Standards: H=History, Ec=Economics, C=Civics

H1: People, Cultures, and Civilizations, H2: Nation Building & Development, Ec9: The Market Economy, Ec10: The US Economy as a Whole, C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)

Indicators:

H1.PK.1 Children begin to complete simple tasks together.

H2.PK.1 Begin to recognize that problems can occur in groups.

Ec9.PK.2 Demonstrate the role of different jobs in the community.

Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.

C13.PK.1 Follow classroom and school rules.

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Math: Weather Patterning

Materials Needed:

Cutout pictures of different weather conditions. These pictures glued to sentence strips as a starting pattern for children to match. Example: rain-rain- snow-rain_____.

Educational Opportunities

The pictures used for this patterning activity will help **children identify weather conditions.**

Content Standards: G= Geography

G8: Environment & Society

Indicators:

G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).

Writing: Places Where People live

Materials Needed:

Assorted paper, envelopes, markers, crayons, colored pencils, pens, pencils, phone book, and pictures of different types of houses from around the world labeled with addresses.

Educational Opportunities

The pictures of the houses and addresses from around the world and the phone book will help children to **identify numbers and letters from addresses** and **begin to understand that people move to other places**.

Content Standards: G= Geography

G6: Places & Regions, G7: Human Systems

Indicators:

G6.PK.3 Identify numbers and letters related to his/her address.

G7.PK.1 Begin to understand that people move to other places.

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