

The programming options are provided to support a range of implementation based upon library staffing and community needs. The materials and activities in the Play K curriculum are meant to support Pennsylvania's Learning Standards for Early Childhood and promote school readiness.

### Playscape 4: All Around Town

This playscape explores the theme of community and citizenship with preschoolers. The big idea for this theme is: When people work together and help one another, our community is a better place. Two essential questions guide the programming options: Who are the helpers in my community? How can I be a good community member? A variety of key learning areas are reinforced as the children and parents play together and participate in the activities.

Playscape Contents & Key Learning Areas Reinforced from Pennsylvania's Learning Standards for Early Childhood	Programming Option 1: Passive	Programming Options 2 & 3: Circle Time & Storytime	Programming Option 4: Virtual Programming
<p><b><u>Playscape Materials</u></b></p> <p>Map My Town Learning Center</p> <p>Community Block Play People</p> <p>Community Vehicle Set</p> <p><b><u>Books</u></b></p> <p><i>Helpers in My Community</i> by Bobbie Kalman</p> <p><i>Do Unto Otters</i> by Laurie Keller</p> <p><i>Roxaboxen</i> by Alice McLerran</p> <p><b><u>Book-FLIX selections</u></b></p> <p>Fiction: <i>Do Unto Otters</i></p> <p>Nonfiction: <i>We are Citizens</i></p> <p><b><u>Technology Connection</u></b></p> <p><a href="#">Toca Boca Apps</a></p> <p><a href="http://tocaboca.com/apps">tocaboca.com/apps</a></p> <p>Toca Life: Town Toca Life: City</p>	<p><b><u>Playscape Set-Up</u></b></p> <p>Working with your available space, set out and arrange all or some of the materials and books to create an attractive "play corner" for parents and children. Also, display the following parent tips:</p> <p><b>Tips for Parents &amp; Children</b></p> <p><b>1,2,3, Play with Me!</b></p> <ol style="list-style-type: none"> <li>1. Follow your child's lead while exploring the different activities and use natural opportunities to extend language and concepts. For example, if your child chooses to start playing with the Around the Town Vehicle Set, "Look at the red fire engine! How do firefighters help us?"</li> <li>2. Let your child choose one of the books for you to read aloud. As you share the book, connect the story, characters, or concepts to the materials</li> </ol>	<p><b><u>Circle Time: Playing Kindergarten!</u></b></p> <p>Gather children in a circle to simulate a kindergarten experience. Tell children that storytime today will be a chance to "Play Kindergarten!"</p> <ol style="list-style-type: none"> <li>1. Praise children for how nicely they are sitting with their eyes on you, and tell them that their kindergarten teacher will love to see this when they start school!</li> <li>2. Explain that in kindergarten there will be rules to follow during Circle Time. One rule we will practice today is to raise your hand and wait to be called on when you want to say something. Assure them that you will remind them if they forget, but that you are sure they will try their best!</li> <li>3. Go over the calendar with the children as they do in kindergarten, using the "My First Calendar" board. Talk about the day of the week,</li> </ol>	<p><b><u>Virtual – Play K at Home!</u></b></p> <p>Arrange your space for your virtual setting to resemble a kindergarten classroom. If possible, have a large chalkboard or whiteboard for sharing purposes. Have the book you will share and materials you will use at the ready and displayed as much as possible to look engaging onscreen.</p> <ol style="list-style-type: none"> <li>1. Welcome children and tell them that your program today will be a chance for them to "Play Kindergarten" at home! Tell them that even though you can't see them, you know that they are sitting up nicely with their eyes on you just like they will for their teacher in kindergarten!</li> <li>2. Show children the calendar board (Note: You may want to use a pocket chart calendar for a virtual</li> </ol>

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<p><b><u>Master Kit Materials (for Circle Time / Storytime)</u></b></p> <p>My First Calendar Board</p> <p>Whiteboards &amp; erasers</p> <p>Index cards</p> <p>Markers</p> <p>Scissors</p> <p><b><u>Handouts</u></b></p> <p>Shapes handout for cutting practice</p> <p>Basic cutting practice handouts, if needed</p> <p>Take-Home Sheet for parents and caregivers</p> <p><b><u>Key Learning Areas</u></b></p> <p>Approaches to Learning Through Play - Constructing, Organizing and Applying Knowledge</p>	<p>you have been playing with together. For example, "This book tells us all about the people who help others in our community. Let’s see if the people drive the same vehicles you were playing with just now." Your child may also enjoy using the toys in this playscape to make up a story about community helpers.</p> <p>3. Build scissor skills with the community shapes and other cutting practice activities we have provided. Help your child and “share the scissors” as needed to keep it fun!</p> <p><b><u>Optional Technology Extensions</u></b>            Load the theme-related TOCA BOCA Apps on a tablet for children and parents to explore together. TOCA BOCA is an award-winning game development studio that makes popular child-friendly applications for tablets and smartphones (both Apple and Android). Go to <a href="http://tocaboca.com/apps">tocaboca.com/apps</a> and look for Toca Life: Town &amp; Toca Life: City.</p>	<p>the date, the month, the season and the weather for the day and allow children to take turns placing each on the board, if appropriate for the group.</p> <p>4. Introduce the word “<b>community</b>” to the children and ask if they have heard that word before. (If they have already participated in Playscape #3, this is a review of the word.) Explain that a community is a group of people living in the same place. You would say they live in the same community. A community needs many helpers to be a good place to live. Pose the question: Who are some of those helpers? Show the Community Block Play People from the kit and name each helper together to help the children answer this question.</p> <p>5. Share the mapping board from the Map My Town Learning Center and name some of the buildings with the children. Involve the children</p>	<p>program) and explain that you will have them help you with this just as if they were here. Talk about the day of the week, the date, the month, the season, and the weather for the day as if the children were helping you select each one.</p> <p>3. Introduce the vocabulary word “<b>community</b>” to the children (<i>have it printed on a whiteboard or on a sentence strip to show them</i>) and explain that a <b>community</b> is a group of people living in the same place or area. You would say the people live in the same <b>community</b>. Ask the children to say the word at home with you. A <b>community</b> needs many helpers to be a good place to live. Pose the question: “Now, let’s think: Who are some of those helpers?” Show some of the Community Block Play People from this playscape and name each helper.</p>

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<p>Language and Literacy - English Language Arts</p> <p>Mathematical Thinking and Expression - Exploring, Processing and Problem-Solving</p> <p>Social Studies Thinking – Connecting to Communities</p> <p>Creative Thinking and Expression – Communicating Through the Arts</p> <p>Partnerships for Learning – Families, Early Care and Education Programs, and Communities</p> <p><b><u>Circle Time &amp; Storytime</u></b></p> <p><b>All of the above, plus</b></p> <p>Scientific Thinking and Technology - Exploring Scientific Inquiry and Discovery</p> <p>Health, Wellness, and Physical Development – Learning About My Body</p>	<p>Make the parents aware of the Book-Flix selections that support this theme.</p>	<p>in helping you use a couple of the rebus cards to place buildings on the map. Tell children and parents that this activity will be available for everyone to play with after Circle Time.</p> <p>6. Share the nonfiction book, <i>Helpers in My Community</i>. Hold up the corresponding Community Block Play Person as you read. Talk about how the people are all working together and making the community a better place. If appropriate for the group, ask children to think about ways they can help be a good community member in the library, at home, and at school and have them share a few examples.</p> <p>7. Show the Community Vehicles set and state that these toys will be available to play with after Circle Time, also!</p> <p>8. Close circle time with a song, praise the children for trying their best to remember to raise their hand today, and</p>	<p>4. Introduce the book, <i>Helpers in My Community</i>. Name the <b>community</b> helpers on the cover. Explain that this is a non-fiction or informational book, meaning that the author wrote it to help you learn about real things. In this book, they will learn all about the important helpers in a <b>community</b>. They will see actual photographs for the illustrations in this informational book, just like the ones on the cover!</p> <p>5. As you read, emphasize how the people are all working together and making the <b>community</b> a better place to live.</p> <p>6. After reading, talk about ways you have seen them be good <b>community</b> members at the library.</p> <p>7. Point out the Words to Know and Index page at the back of the book and explain how it helps you know the important things to learn in the book and</p>

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<p>Social and Emotional Development - Student Interpersonal Skills</p>		<p>announce the next Play K.</p> <p><b><u>Storytime Option</u></b></p> <p><b>TALK</b></p> <p>Play a descriptive guessing game with the children using a bag of pre-selected items to represent a variety of community helpers (a toy ladder, a toy stethoscope, a book...). Show an item. Ask children if they can name it. Then ask them to guess the community helper who uses that item. Give additional clues, as needed. For example, “This community helper works inside.” “This community helper wears a uniform.”</p> <p><b>SING:</b></p> <p><b><i>What’s My Job?</i></b>  <i>(To the tune of: “Are You Sleeping?”)</i>                      What is my job?                      What is my job?                      Can you guess?                      Can you guess?                      [ _____ ] Ex. I help people get well.                      [ _____ ] Ex. I help people get well. Who am I?                      Who am I?</p>	<p>where to find the information!</p> <p>8. Close with a song, and praise children for learning so much about <b>community</b> helpers today. Tell them their kindergarten teacher is going to be so happy about how well they listen and learn! Invite them to tell their families something they learned about <b>community</b> helpers!</p> <p><b>Note:</b> Have the Take-Home Sheet for this playscape available as a downloadable link after the virtual program. You may want to consider providing a take-home craft that families can pick up at the library, as well.</p>

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		<p>*Other verses: I deliver letters. I help keep you safe. I keep your pets healthy. I can teach you new things.</p> <p><b>Good Morning Song</b>  <i>(To the tune of: “Happy Birthday”)</i>                      Good morning to you!                      And how do you do?                      I am the doctor                      Healing people like you!                      Additional verses:                      I am the dentist, giving tooth care to you.                      I am the firefighter, fighting fires for you.                      I am the police officer, solving crimes for you.                      I am the mail carrier, bringing letters to you.                      I am the teacher, teaching children like you.                      I am the librarian, lending books to you.</p> <p><b>READ:</b></p> <p><b>Additional books to expand the playscape theme~</b></p> <p><a href="#"><u>BOOKS - COMMUNITY HELPERS</u></a></p>	

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		<p><a href="http://www.prekinders.com/community-helpers-resources">www.prekinders.com/community-helpers-resources</a></p> <p><b>WRITE:</b></p> <p>Play The License Plate Game using magnetic letters and numbers, whiteboards &amp; erasers, index cards &amp; markers.</p> <ol style="list-style-type: none"> <li>1. Give each child a baggie of letters, a baggie of numbers, a whiteboard and a marker.</li> <li>2. Each child gets a turn to be the driver. Attach an index card “license plate” (Example AX35) to the child’s back. The child pretends to drive around and then “parks” in a chair.</li> <li>3. Everyone else pretends to be a police officer “writing a ticket” by matching up the magnetic letters and numbers from their supply and then copying the “license plate” on a whiteboard. Parents can help with this activity!</li> </ol>	

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		<p><b>PLAY:</b></p> <p><b>Ten Little Firefighters</b>                      (Children perform the actions that the words suggest.)                      Ten little firefighters sleeping in a row,                      (extend both hands, fingers curled)                      Ding dong goes the bell                      (pull bell cord with one hand)                      And down the pole they go                      (close both fists, put one on top of other, slide down pole)</p> <p>Off on the engine, oh, oh, oh.                      (steer engine with hands)                      Using the big hose, so, so, so.                      (hold the hose with both hands and pretend to spray)                      When all the fire's out, home so-o slow                      (steer engine with hands)                      Back to bed, all in a row.                      (extend both hands, fingers curled)</p>	