



Activity Plan

1. Activity name

Washing bicycles and other riding toys

2. Materials

Tricycles
Ride-on cars
Wagons
Bicycles with training wheels
Double-seated riding toys
Buckets
Spray bottles filled with soapy water
Sponges
Towels
Hose
Plastic crates
Poster with order of events for washing bicycles
Mops
Brooms
Dust pan

3. Environmental arrangement

Activity is set up near a water faucet and away from main traffic flow. Children are asked to choose roles (e.g., one is in charge of rinsing the bicycle with the hose, one is in charge of washing the bicycle with the sponge, one is responsible for drying the toys with a towel). Organize the materials in plastic crates. The children can turn over crates and sit on them to wash toys once materials are removed from them. One interventionist facilitates the activity with the children.

4. Sequence of steps

Beginning

The interventionist announces to the children that a special area is going to be set up outside that day for washing bicycles and riding toys. The interventionist shows the children a poster board with a picture description of the process for washing bicycles. The interventionist shows the children materials they can use to wash the bicycles (e.g., hose, sponges, buckets, spray bottles, towels). The interventionist asks the children which role they would like to have in washing the bicycles and riding toys.

Middle

The children select a role and receive the materials they need. The children then carry the materials outside to the designated area. The children ride the bicycles or other riding toys from the shed to the washing area. The children rinse, wash, scrub, and dry the bicycles and riding toys. The interventionist names parts of a car (e.g., wheels, seat, horn, tires) as children are cleaning them. The children ride the bicycles and other riding toys.

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End

The interventionist gives one child a bell to ring to signal clean-up time. The children finish washing/drying bicycles and then return bicycles and materials to designated areas (i.e., bicycles to shed and cleaning materials to labeled crates). The children line up at the gate to return to the classroom. While in line, the interventionist reviews the activity with the children by asking several questions, such as, "Who washed the bicycles?", "How many bicycles did you wash?", "What did you like best about washing bicycles?"

5. Embedded learning opportunities

Learns/practices fine motor skills

Grasps hand-size sponges and soap with one hand

Learns/practices gross motor skills

Pushes riding toy with feet while steering

Pedals and steers two-wheel bicycle with training wheels

Rides and steers two-wheel bicycle

Learns/practices cognitive skills

Follows directions on how to wash riding toys

Counts riding toys

Demonstrates understanding of spatial concepts (on and next to)

Learns/practices social-communication skills

Repeats targeted words or signs (descriptions, actions, pronouns, labels, proper names)

Labels the vehicles using descriptors

Uses names of peers to tell them it is their turn (washing, drying)

Uses listener/speaker roles

Learns/practices social skills

Takes turns using items to wash and dry (hose, sponges)

Shares or exchanges objects

Interacts appropriately with materials during activity

Responds to bell to clean up

6. Planned variations

1. The children wash the interventionists' cars or program vans.
2. The children wash other outside toys such as sandbox toys and balls.
3. The children wash toys (e.g., dolls, doll clothes, manipulatives) inside if the weather is not good.
4. The children pretend to clean the housekeeping area with mops, brooms, dustpan, vacuum cleaner, spray bottles, and cloths.

7. Vocabulary

Parts of a bicycle (wheel, spoke, handle bar, seat, horn, pedals)

Descriptive words (fast, slow, clean, dirty)

Action words (squeeze, dip, spray, rinse, wash, dry, stop, go)

Peers' names

Types of transportation (wagon, bicycle, tricycle)

8. Peer interaction opportunities

The children work in pairs to fulfill different activities for washing bicycles.
The children switch activities and share materials.
The children ride double-seated riding toys together.

9. Caregiver involvement

Parents/caregiver can contribute materials for washing bicycles, such as clean, empty spray bottles, chamois cloths, buckets, and sponges.
Families plan a car-washing fund-raiser for the program followed by a potluck lunch/dinner to celebrate efforts.
Caregiver could observe children during the activity and collect data.
Caregiver could evaluate the activity based on observation or through communication with their child.