



# Activity Plan

## 1. Activity name

Dump trucks and gravel

## 2. Materials

Large plastic crate for dump trucks  
Variety of small- to large-size dump trucks  
Large, sturdy box lid or plastic container for holding gravel  
10–20 pounds of gravel  
Tarp on which roads are drawn  
Toy houses and trucks, and people to place in the toy trucks and homes  
Books about dump trucks  
Child-size broom and dust pan

## 3. Environmental arrangement

The activity begins inside with the interventionist and children seated on the carpet reading a book to introduce the activity. The rest of the activity occurs outside. Spread the tarp on the ground away from the flow of traffic. Set toy houses on the tarp. Fill the box lid with gravel, and set it next to the tarp.

## 4. Sequence of steps

### Beginning

The interventionist announces to the children, “I have a book of big trucks, and the father of someone in our classroom drives a big truck at work.” The interventionist reads the book and engages the children in conversation about big trucks. The interventionist asks the children, “Who would like to play with dump trucks and gravel today?” The interventionist shows the children the container with the dump trucks and asks the children to select one dump truck to take to the activity.

### Middle

The children examine the trucks and push them on the floor. The children carry the trucks outside to the prepared activity with the tarp and houses. The children put gravel in their trucks and dump it out. The children push the trucks on roads drawn on the tarp. The children engage in imaginary play with toy trucks, houses, and little people.

### End

The interventionist gives a child a bell to ring to signal clean-up time. The children scoop gravel into trucks from the tarp and return the gravel to the container. The children place the trucks in a crate. The children sweep off of the sidewalk the gravel that is too small to pick up.

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## 5. Embedded learning opportunities

Learns/practices fine motor skills  
Manipulates a variety of vehicles to provide different sensory experiences  
Stacks blocks to create garages or buildings  
Places vehicles in a row on long boards  
Opens bucket with lid using two hands

Learns/practices cognitive skills  
Groups vehicles to categories (colors, size, transportation mode)  
Counts vehicles  
Counts peers who are playing the game  
Sorts like vehicles when cleaning up  
Demonstrates 1-to-1 correspondence by handing out vehicles  
Demonstrates understanding of spatial concepts (e.g, in and next to)  
Explains directions to peers (recalls information)

Learns/practices social-communication skills  
Labels the vehicles using descriptors  
Uses conversational turn-taking (asks questions about the vehicles)  
Asks peers their color preference of vehicle  
Uses name of peer to tell them it is their turn

Learns/practices social skills  
Passes out vehicles to peers  
Takes turns with a desired vehicle  
Greeted and invites new peers to join in and play the game  
Assists with cleanup

## 6. Planned variations

1. Use sand with dump trucks.
2. Add trailers that the children can attach to their dump trucks.
3. Allow children to make a gravel pathway on the playground.
4. Provide semi-trucks or trains and a variety of materials for the children to fill and transport.
5. Add wood toy roads and bridges the children can put together.

## 7. Vocabulary

Quantities (full, empty, half-full)  
Quality (heavy, light, rough)  
Colors (blue, yellow, red, black, green, orange, lavender, lime, gold, purple)  
Sizes (big, small, long, short, wide, narrow, tall, large, little)  
Speed (fast, slow)  
Location (up, down, around, in, out, beside, next to, on, under, below)

## **8. Peer interaction opportunities**

Interventionist uses only very large trucks and provides one for every two children.

Interventionist encourages the children to assume roles (e.g., some children drive trucks, some children fill trucks, some children spread gravel to make roads).

Interventionist prompts the children to trade trucks with each other.

Interventionist prompts the children to observe and imitate one another's actions.

## **9. Caregiver involvement**

Caregiver arranges to bring a dump truck to the program one day and have the driver tell children about his or her job. Children get to sit in the dump truck and honk the air horn.

Children and caregiver could take pictures of dump trucks to hang on a bulletin board.

Caregiver could collect data during the activity on vocalizations, interest in the activity, and success of the activity.

Caregiver shares snack recipes for creating vehicles with fruit, vegetables, and toothpicks.

Children add pictures of their families' trucks and cut ones from magazines to create a children's bulletin board for a week.

Caregiver could discuss the activity with their child and evaluate the activity based on the discussion.