

TAKE A CLOSER LOOK!



WHAT DO YOU SEE?

MATERIALS:



MR. TAXI or MR. TAXI's WILD RIDE!



Safety magnifying glass for kids

ACTIVITY:

You can do this activity anytime and anywhere! Simply let the child use a magnifying glass to explore the pages of the book! Allow them to examine the characters' faces, the animals, trees, flowers, insects, and more...and share their observations with you or others!

If you need help getting the activity started, ask things like, "Can you find something green?" or "Can you find something that flies?" Once your child gets into the activity, give them time to explain what they see. Take time to build their vocabulary by telling them the exact word for what they find.

Here's an example:

Bird	(Good)
Red bird	(Even better)
Cardinal	(Great!)
Flying red cardinal	(AWESOME!)

While they are exploring, ask them the **Who, What, When, Where, Why, and How** questions. Allow them time to come up with their own ideas. (No right answers here, RIGHT?)

Here's an example:

What do you see? **Where** do you think they are going? **Why** do you think they are doing that? **How** do you think they feel? **What** about them makes you think that way? **Who** do you see nearby? If you were going to the park, **when** would you like to go?

WHAT CHILDREN LEARN:

Examining allows children to slow down, make observations, ask questions, and form theories about what they see. This activity builds language and social-emotional development. It allows them to connect personally with the characters too! Asking the 5-W questions and How builds comprehension skills that are crucial to reading, writing, and understanding.

ACT IT OUT WITH ME!



MATERIALS:

- ❁❁ **MR. TAXI or MR. TAXI'S WILD RIDE!**
- ❁❁ **Simple props relating to book characters**
- ❁❁ **Options: Costumes / Hats / Accessories**

ACTIVITY:

Together, after reading and engaging in *MR. TAXI* or *MR. TAXI'S WILD RIDE*, act it out! Let each child play a different role! Begin by looking closely at the pictures in the book and practice the reoccurring phrases ("Sure! Said Mr. Taxi ... etc.") so that they can actively participate! As you narrate sentence by sentence, have the children repeat what you've just said. After only a few practices, they will surely be able to repeat the reoccurring phrases without your guidance! After getting the children in their places and ready to go ... call **ACTION!** (If you are acting out with one child, follow the same guidelines below and allow them to recite the reoccurring sentences independently once they have learned!) High Five!

Here's an example:

Grown-up Says:	"Good morning, Mr. Taxi!"	Child Repeats:	"Good morning, Mr. Taxi!"
Grown-up Says:	"We've got some friends to meet!"	Child Repeats:	"We've got some friends to meet!"
Grown-up Says:	"So could you make some space for us?"	Child Repeats:	"So could you make some space for us?"
Grown-up says:	"We each would like a seat."	Child Repeats:	"We each would like a seat."

All children together: "Sure!" said Mr. Taxi, as he honked his horn ... **BEEP! BEEP!** I'll make more room for each of you!" And they off *zipped* down the street! (Hand motions would be great here!)

At the end (final page,) all children call out together: **BEEP! BEEP!**

***To extend this activity, encourage them to create another character and what they might ask Mr. Taxi to do!

WHAT CHILDREN LEARN:

Acting provides an opportunity for children to learn positive speech patterns and oral expression. At a young age, children are able to imitate or make sounds presented in stories and repeat simple refrains. It helps them understand others and put themselves "in another person's shoes." While honing working-memory and developing sequencing skills, it also teaches them to take turns verbally and provides an opportunity for practicing effective communication by listening and responding to others.

SORT & COUNT WITH ME!



MATERIALS:

- ❁❁ **MR. TAXI**
- ❁❁ **Any item that separates spaces with color, for example:
muffin tin / paper plates / bowls / cups / pieces of paper, etc.**
- ❁❁ **Any item that contains the colors within the book, for example:
colored pom poms / counting markers / balls of play dough / beads, etc.**

ACTIVITY:

While identifying colors, this fun learning activity allows children to sort, group, and count!

Grown-up: Begin by placing the sorting item (ex: muffin tin) on a table. Place a mix of the colored items (ex: pom poms) in a separate container. Then place **one** pom pom of each color into its own separate space in the muffin tin.

While observing a scene in **MR. TAXI**, ask the child to tell you something that they see and what color it is. Have them find a pom pom of that same color, from the mix, and place it into the section of the muffin tin that matches it. They are practicing distinguishing between different colors. Have them continue the activity until all remaining pom poms are placed into the matching sections of the muffin tin.

When finished, have the child remove all of the pom poms from one section of the muffin tin at a time and slowly count them with you. You can use fingers, counting sticks, or tally marks on a piece of paper.

When all pom poms of a specific color have been counted, say that number aloud and write it down. When each container space has been emptied and all pom poms are counted, ask the child which one had the most. High Five!

(This activity can be enjoyed with small groups too!)

WHAT CHILDREN LEARN:

The process of looking at an item, assessing its characteristic and then organizing it with other items that are alike is the first step in applying logical thinking to objects. Matching and sorting are the processes of grouping like items together, which is important in making sense of our environment. These are the stepping stones that are applied both to mathematical concepts as well as to daily life.

LET'S GO ON A SCAVENGER HUNT!



MATERIALS:

- MR. TAXI or MR. TAXI'S WILD RIDE!
- The space around them - inside or outside
- Simple props for a scavenger hunt such as: Children friendly binoculars / magnifying glass / flashlight / hiking hat / plastic whistle

ACTIVITY:

Together, after reading and engaging children in *Mr. Taxi* or *Mr. Taxi's Wild Ride!*, invite them to play dress-up using simple scavenger hunt objects / clothing such as binoculars, magnifying glass, flashlight, hiking hat, whistle, etc. to hunt for objects of different colors / sizes in their surrounding environment. Using the color or size words in the books, go hunting for things that they find around them that match! Tell them what color or size to look for and when they find three things that match, they get to blow the whistle three times. Then...do the happy-dance and go searching again! Tweeeet!

Here's an example:

Grown-up: "Let's go hunting for something tall!"

Child: "I found a tree!"

Grow-up: "Well DONE! What else can you find that's tall?"

Child: "That swing set!"

Or:

Grown-up: "Let's go hunting for something blue!"

Child: "I see the sky!"

Grow-up: "Well DONE! What else can you find that's blue?"

Child: "My ball!"

When the child finds three things of a certain color or size, they get to blow the whistle three times.
(Repeat)

(This activity can be enjoyed with small groups too!)

WHAT CHILDREN LEARN:

When children explore their world, they develop size awareness. This awareness helps them solve problems and see the world from multiple perspectives. Size awareness also helps provide an understanding of concepts such as area, volume, capacity, and spatial sense. It helps them classify and sort and as they notice differences in size, they gain early math skills too!

Maybe after the scavenger hunt, they can draw or write with you about their experience! High Five!

WRITE WITH ME!

MATERIALS:



MR. TAXI or MR. TAXI's WILD RIDE!



Pen / Pencil / Chalk / Markers



Options: Paper / Chalkboard / White Board / Sketchpad



ACTIVITY:

This activity can be done anytime and anywhere! Just make sure the child can see **MR. TAXI or MR. TAXI's WILD RIDE!** clearly and allow their ideas to be heard. (This activity can be done with small groups too!)

Pre-readers and writers are amazing observers! They just need a grown-up's help to put their own words onto paper. You can guide them with the **Who, What, When, Where, Why, and How** questions. The idea is to build an elaborated sentence and extend their vocabulary. Allow them time to come up with their own ideas. (No right answers here, RIGHT?)

Here's an example: (After writing each sentence, read it together and point out each word while you're reading!)

Grown-up:

Point to the pig and ask, "Who is this?"

Child: A pig.

Grown-up writes:

A pig. (don't forget to point!)

Grown-up asks:

Can you describe the pig?

Child: It's pink.

Grown-up writes:

A pink pig.

Grown-up asks:

What is it doing?

Child: It's riding.

Grown-up writes:

A pink pig is riding.

Grown-up asks:

Where is it riding?

Child: In a taxi.

Grown-up writes:

A pink pig is riding in a taxi.

Grown-up asks:

Why is it riding in a taxi?

Child: To go to the park.

Grown-up writes:

A pink pig is riding in a taxi to go to the park. Now THAT'S a sentence! (Add an exclamation point and make it more exciting!)

Or: Ask the child to tell you about something in the book. Write down what your child says. It's a simple way to model why written language is important. Have your child sit next to you and watch you write. Then read what you have written...sharing their own unique and special story. (Continue)

(Continued)

WHAT CHILDREN LEARN:

Watching will help them become aware of the "rules" of writing, including capitalization, spacing between words, and punctuation. Keep the dictated sentences short, and use your best handwriting! When you're finished writing, encourage your child to re-read the sentences along with you. Maybe they can even add their own illustration! High Five!