



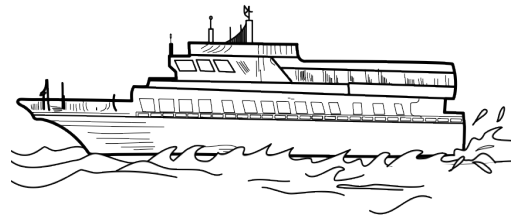
# TRANSPORTATION

## BIG IDEA

Children are curious about travel. Children explore and describe the many ways to move people and things from place to place. They describe and compare characteristics of several types of transportation.

### Content objective(s):

The child will orally describe characteristics of different types of transportation. The child will create a title for his/her book about transportation and will write his/her own name as the author of the book.



### Materials needed:

- ♦ Unit books on transportation:
  - *Beep Beep*, by Petr Horacek
  - *Whose Vehicle Is This?*, by Sharon Katz Cooper
  - *Freight Train/Tren de Carga*, by Donald Crew
- ♦ Types of transportation (Handout 1)—copy and cut out
- ♦ Card stock, cardboard, or paper for book cover
- ♦ Binder ring, pipe cleaners, or stapler

### Lesson vocabulary:

- ♦ title—título
- ♦ author—autor
- ♦ pages—páginas

### Texas Prekindergarten Guidelines (Revised) domains addressed:

#### Language and Communication:

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

#### Emergent Literacy, Reading:

III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.

#### Emergent Literacy, Writing:

IV.B.2. Child writes own name (first name or frequent nickname) not necessarily with full correct spelling or well-formed letters.

#### Fine Arts: (extension)

VIII.A.2. Child uses art as a form of creative self-expression and representation.

## Activities:

### 1. The home educator models and demonstrates for the parent.



Remind the child that we have been learning about different types of transportation. Review the unit books about transportation by thumbing through the pictures and discussing different types of transportation. Mention specific book elements (cover, authors, illustrator, etc.) to link to this lesson's book-making activity. Then say,

*Today, we're going to make a special book that has all the different types of transportation. You can keep the book so you can remember all we've learned. You can read your book to your friends and family. Remember all the books we've read about transportation? Each one had an author—or a person who wrote the book. Today, you'll be the author of your very own book!*



Begin reviewing different types of transportation by selecting three pictures from Handout 1 to discuss. Say something like,

*Look, here is a ship! I remember that ships float on the water. Ships travel slowly and take us long distances across the ocean.*

Continue to describe two additional vehicles or modes of transportation.

### 2. The parent works with the child.



Next, invite the parent to talk about three additional vehicles/modes of transportation. Encourage him/her to recall several bits of information learned from previous lessons in this unit.

### 3. The child works with the parent's help.



The child can then discuss the remaining pictures from Handout 1 that have not yet been discussed. Once all the pictures have been discussed, the parent can help the child assemble the pages (cards from Handout 1) into a book. The book cover can be made of cardstock or cardboard, or paper if heavier paper is not available. The book pages can be attached using binder rings or pipe cleaners. Staple the pages if binder rings or pipe cleaners are not available.

The parent should work with the child to create a title for the book and write the title on the cover of the book. The parent should help the child write his/her name on the cover of the book and refer to the child as the author. The child can be invited to add a picture to the cover of the book.

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#### 4. The child works independently as the parent and home educator watch for learning.

The child should be able to verbalize what he/she has learned about several vehicles or modes of transportation. The child should be able to create an appropriate and relevant title for the book. The child should be able to write his/her name on the cover of the book.

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#### 5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

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### Follow-up questions to deepen the child's thinking:



1. *What is your favorite vehicle? (Pause) Why?*
2. *Which vehicle is your least favorite? (Pause) Why?*
3. *In which vehicles have you ridden?*
4. *Why did you name your book \_\_\_\_\_?*
5. *Would you like to be an author when you grow up? (Pause) If so, what would you like to write about?*

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### Ways to extend the lesson concepts:



1. Make another book about something else (e.g., food, toys, pets, etc.). Use pictures from magazines or let the child draw pictures. Discuss various elements of a book (e.g., author, title, etc.).



2. Invite the child to write more details on the pages of the book (or on the back of the page).



3. Ask the child to explain to someone how he/she made his/her book.

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### Modifications:

#### If the lesson activity is too hard—

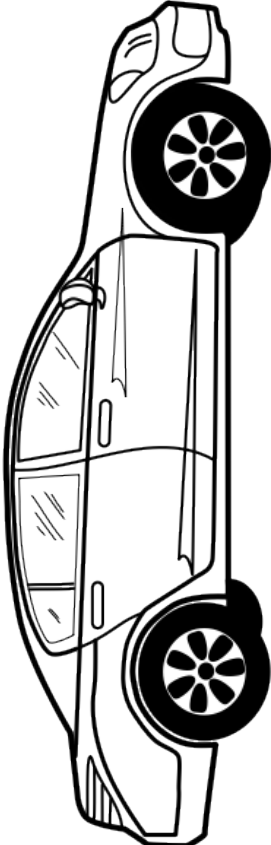

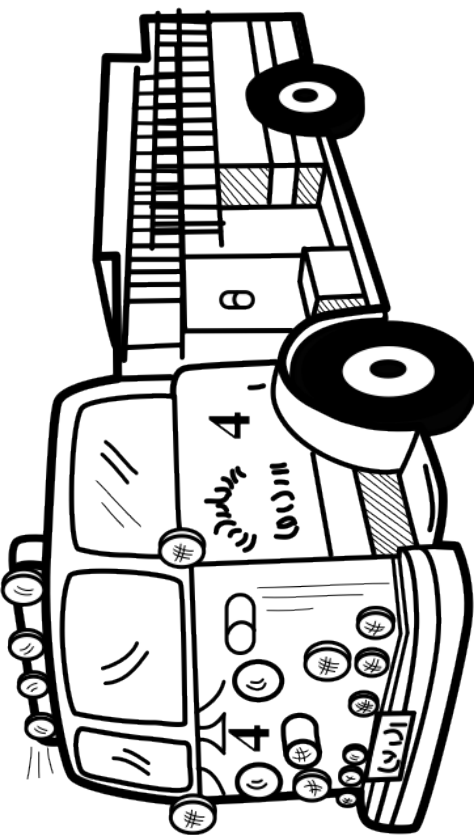
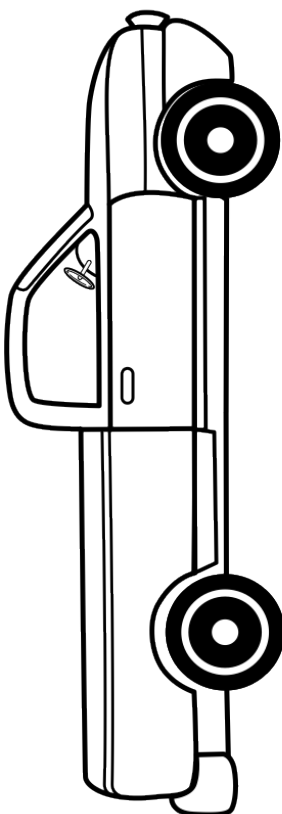
1. Discuss fewer (the most familiar) vehicles. Make a book with the reduced number of vehicles.
2. Provide extra support as the child works to describe each type of transportation. For example say, *Look, the fire engine has a \_\_\_\_\_* (point to the ladder and **pause** for

the child to respond) *ladder! The firefighter uses the ladder to \_\_\_\_\_ (pause) get to high places and spray water on the fire.* Also use the unit book pictures to provide extra support.

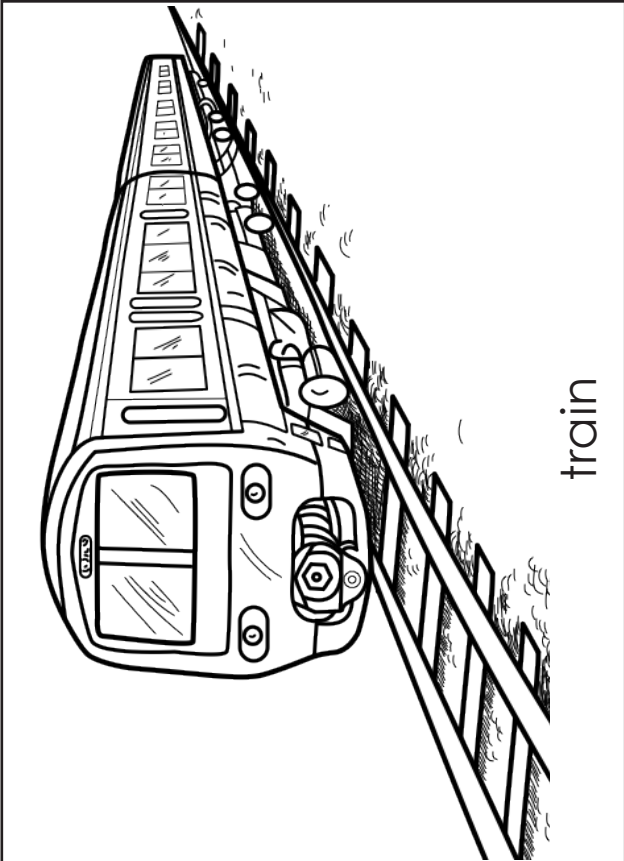
3. Provide choices for the book title: *Would you like to call your book Things That Go, or All Kinds of Transportation?*

**If the lesson activity is too easy—**

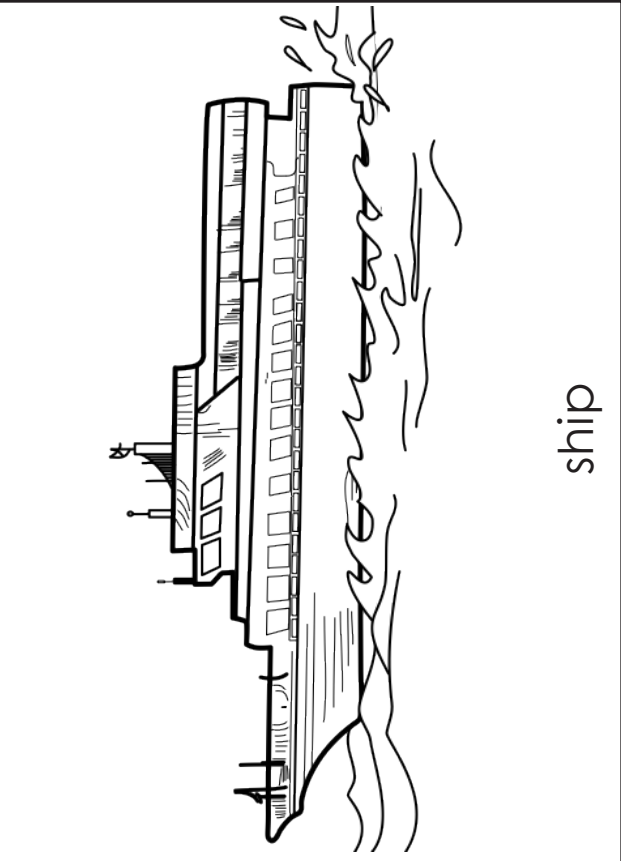
1. Ask the child to include more details of the characteristics of the vehicles as he/she describes them.
2. Ask the child to rank his favorite vehicles in order from most favorite to least favorite.
3. Number the pages of the book.

	<p>car</p>
	<p>airplane</p>
	<p>fire engine</p>
	<p>pick-up truck</p>

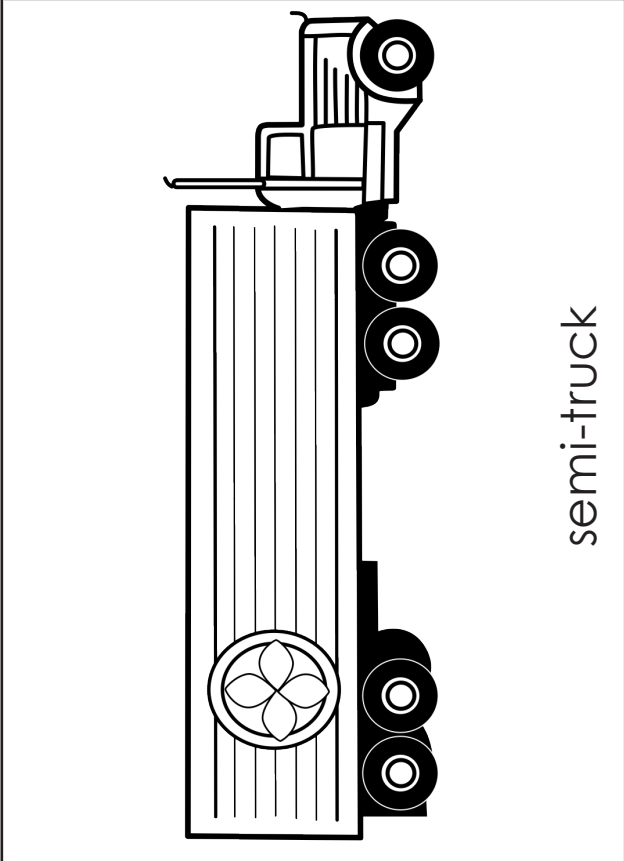
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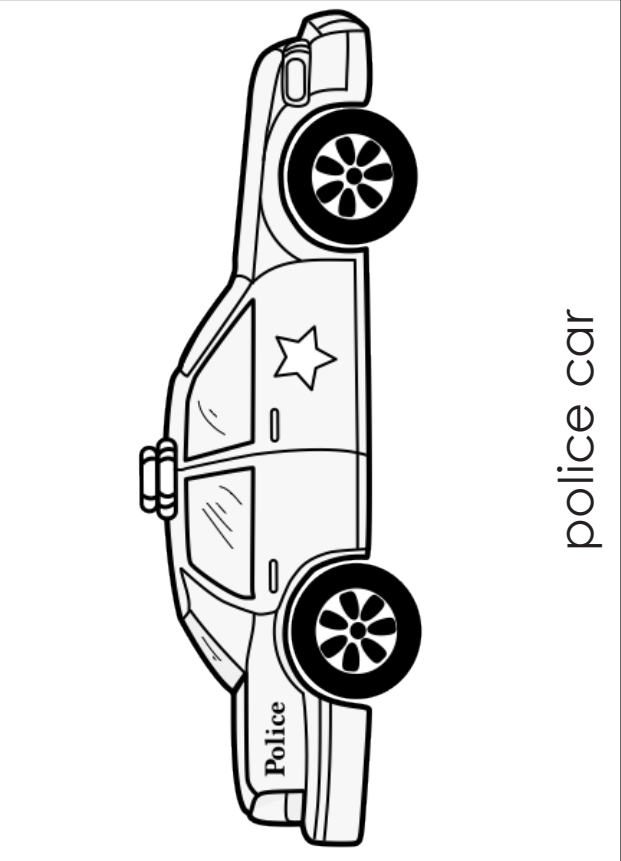
train



ship




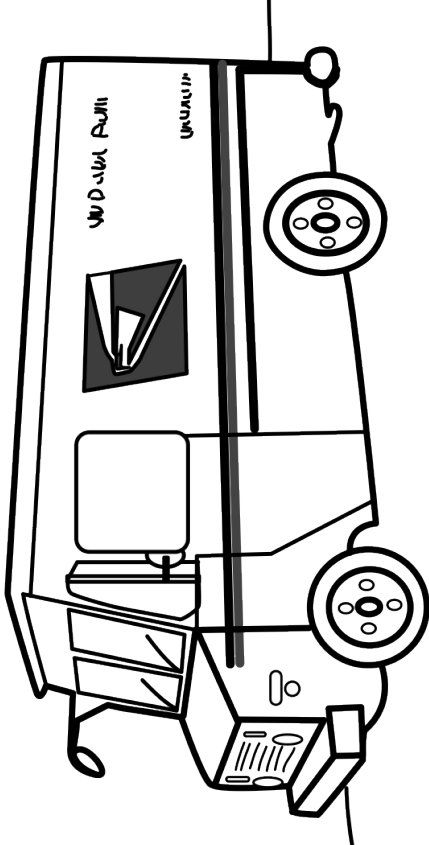
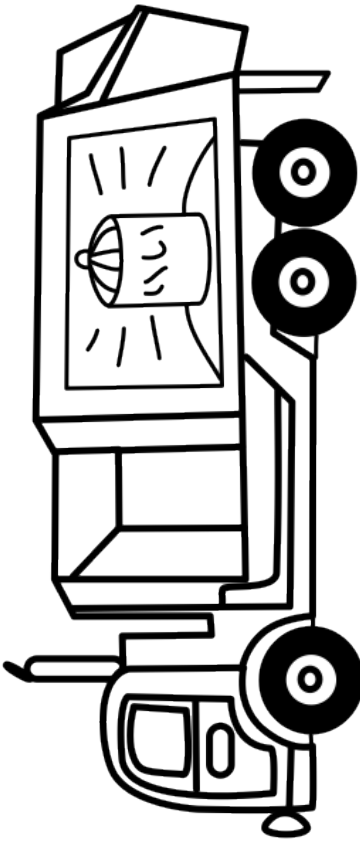
semi-truck



police car

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 <p>A line drawing of a bus, viewed from the side. It has a large rectangular body with several windows. The front has a large windshield and a grille. The wheels are simple circles with small circles in the center. There are some markings on the side, including what looks like a license plate area with the number '0000000000' and some symbols.</p>	 <p>A line drawing of a postal truck, viewed from the side. It has a boxy shape with a large mail slot on the side. The front has a windshield and a grille. The wheels are simple circles with small circles in the center. There are some markings on the side, including what looks like a license plate area with the number '0000000000' and some symbols.</p>
bus	postal truck
	 <p>A line drawing of a garbage truck, viewed from the side. It has a large rectangular body with a trash can on the side. The front has a windshield and a grille. The wheels are simple circles with small circles in the center. There are some markings on the side, including what looks like a license plate area with the number '0000000000' and some symbols.</p>
	garbage truck

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# TRANSPORTATION (LESSON 10)

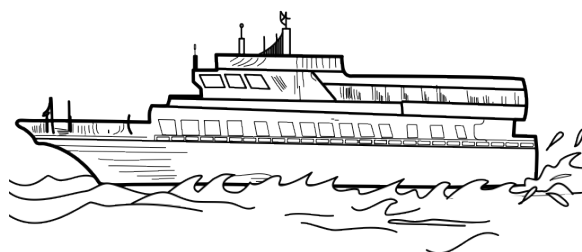
## PARENT PAGE

### What we are learning:

Your child will orally describe characteristics of different types of transportation. He/she will create a title for his/her book about transportation and will write his/her own name as the author of the book.

#### Words to know:

- ♦ title—título
- ♦ pages—páginas
- ♦ author—autor



### What to ask:

1. *What is your favorite vehicle? (Pause) Why?*
2. *Which vehicle is your least favorite? (Pause) Why?*
3. *In which vehicles have you ridden?*
4. *Why did you name your book \_\_\_\_\_?*
5. *Would you like to be an author when you grow up? (Pause) If so, what would you like to write about?*

### What else to do:

1. Make another book about something else (e.g., food, toys, pets, etc.). Use pictures from magazines or let your child draw pictures. Discuss various elements of a book (e.g., author, title, etc.).
2. Invite your child to write more details on the pages of the book (or on the back of the page).
3. Ask your child to explain to someone how he/she made his/her book.

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