



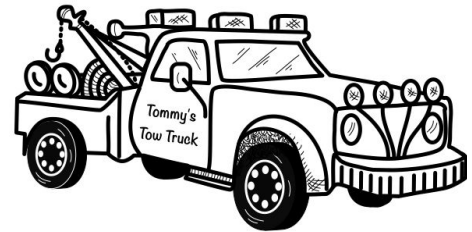
TRANSPORTATION

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 identify community helpers and the transportation vehicles they use to help them with their jobs. The child will describe characteristics of those vehicles. The child will match community workers with their vehicles.



Materials needed:

- ♦ Unit Book: *Nuestro Autobús/The Bus for Us*, by Suzanne Bloom
- ♦ Memory cards (Handout 1)—copy and cut out

Lesson vocabulary:

- ♦ garbage—basura
- ♦ fire engine—carro de bomberos
- ♦ firefighter—bombero
- ♦ school bus—autobús escolar
- ♦ bus driver—chofer de autobús
- ♦ tow truck—grúa
- ♦ tow truck driver—operador de grúa

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.

Language and Communication:

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

Science:

VI.D.1. Child practices good habits of personal safety.


Social Studies:

VII.B.3. The child discusses the roles and responsibilities of community helpers.

Activities:

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


Remind the child that we've been learning about transportation. Say,

 *Remember last time we learned about being explorers and taking a trip? Tell me what you remember.*




Introduce lesson by reading the book, *Nuestro Autobús/The Bus for Us*. Have the parent/child predict what will be talked about in the book.

Do a book walk (show pictures in book have the parent help the child tell what is happening in the picture). Say,

 *Today we will be talking about the different types of transportation that people from our community use to help them with their jobs.*

Show picture cards of community helpers and their vehicles and briefly discuss how they help us in our community. Say,

 *This is a bus driver. Do you know what a bus driver does? **(Pause)** (Accept any reasonable answer.) A bus driver drives the bus that takes us places. (Show the school bus.) Have you ever seen a bus?*

Repeat the process using the cards for the trash collector and his/her vehicle.

2. The parent works with the child.



Using the picture cards, continue discussion of the remaining community helpers (firefighter and tow truck driver) and their vehicles, explaining how they help us.

Invite the parent to begin a memory game with the child using the cards. Explain to the parent and child how to play the game. Place all of the cards on the table face down. Choose one card and name the picture (Model by choosing a card and naming it, for example, "fire engine.").

Then, try to pick the card that belongs with the card you chose. (For example, if the fire engine were turned over, the firefighter would be a match.) If the card turned over does not match the first one, turn both of the cards back over and let someone else take a turn. Try to remember the location of cards that have been turned over. When a match is made, leave those two cards face up. Continue until all cards are matched.

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

Using picture cards the child will match the community helpers and their vehicles and give a simple description of how they help us, with parent's assistance. The child and parent can play the memory game.

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

The child should be able to identify orally which vehicle belongs to each community helper and maintain attention in playing the memory game.

5. The home educator summarizes the lesson.

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

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



1. *How does a fire fighter use the fire engine to put out fires?*
2. *How does a tow truck help its driver do his/her job?*
3. *How does the garbage truck make the driver's job easier?*
4. *How does the school bus and bus driver help the community?*
5. *Which vehicle would you most like to ride in? **(Pause)** Why?*

Ways to extend the lesson concepts:



1. Have the child watch community workers around the neighborhood to see how they use their vehicles. Talk about them. If you feel comfortable, encourage the child to ask the community workers about their vehicles.



2. Visit the public library and check out books about transportation, such as *Jobs on Wheels*, by Jennifer Blizin Gillis.



3. Teach the child a poem about transportation:

The Wheels Go Round and Round

The wheels go round and round,
(Move arms in circles.)

As we drive to town.
(Pretend to steer car.)

We buckle up so if we stop,
(Pretend to fasten seat belt.)

We'll all be safe and sound.
(Hug self.)

Modifications:

If the lesson activity is too hard—

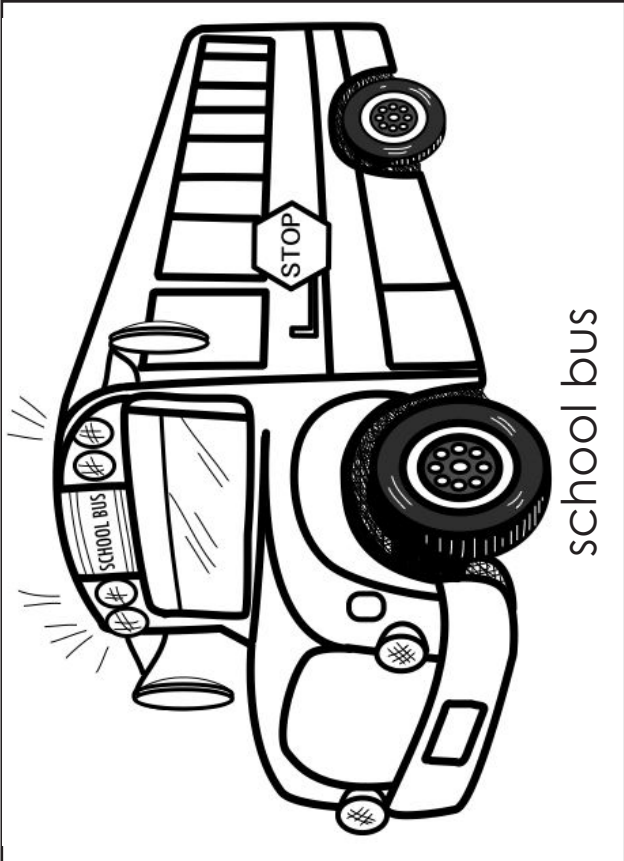
1. Use only four of the eight cards for the memory game. Or turn the community worker cards face-up so they can be seen; take turns to uncover the vehicles to match.
2. Provide additional clues by pointing to the pictures, when the child is answering the follow-up questions.

If the lesson activity is too easy—

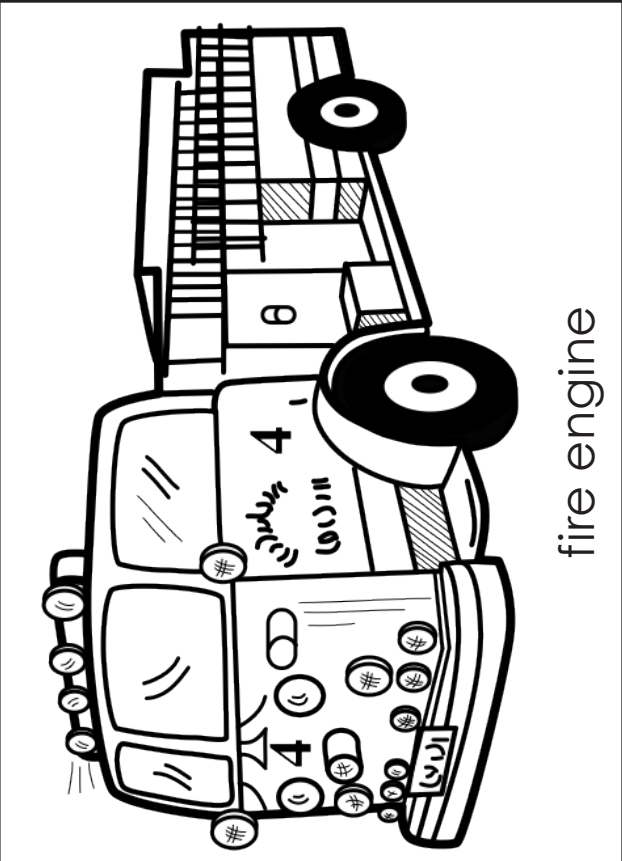
1. Encourage the child to provide more details about special features of the vehicles (e.g., tow truck—chains, flat bed, radio, flashing lights; fire engine—ladder, water, hoses, first aid equipment; garbage truck—compressor, moveable arm; school bus—stop sign, flashing lights, radio, yellow color).
2. Research and talk about other community workers who use special vehicles (e.g., paramedics, rescue workers, pilots, etc.).



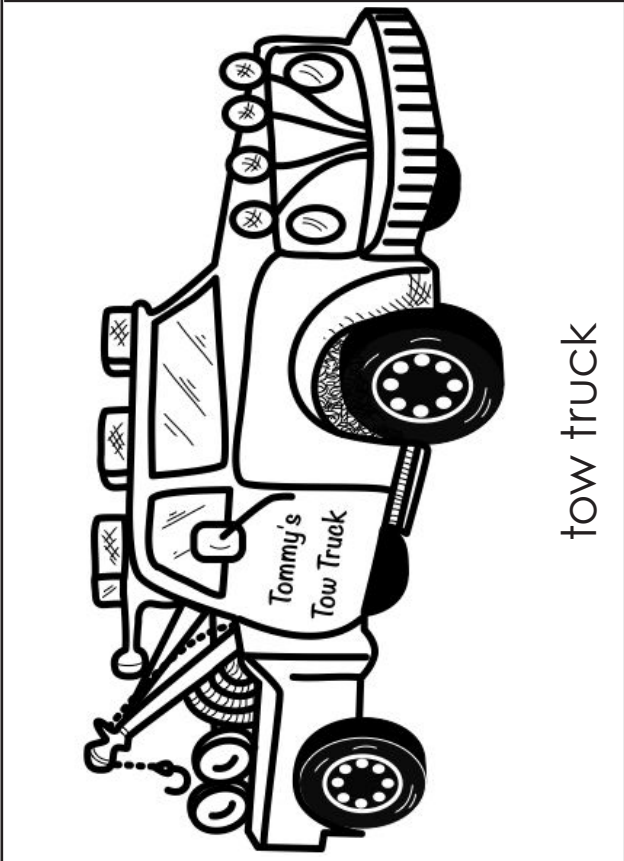
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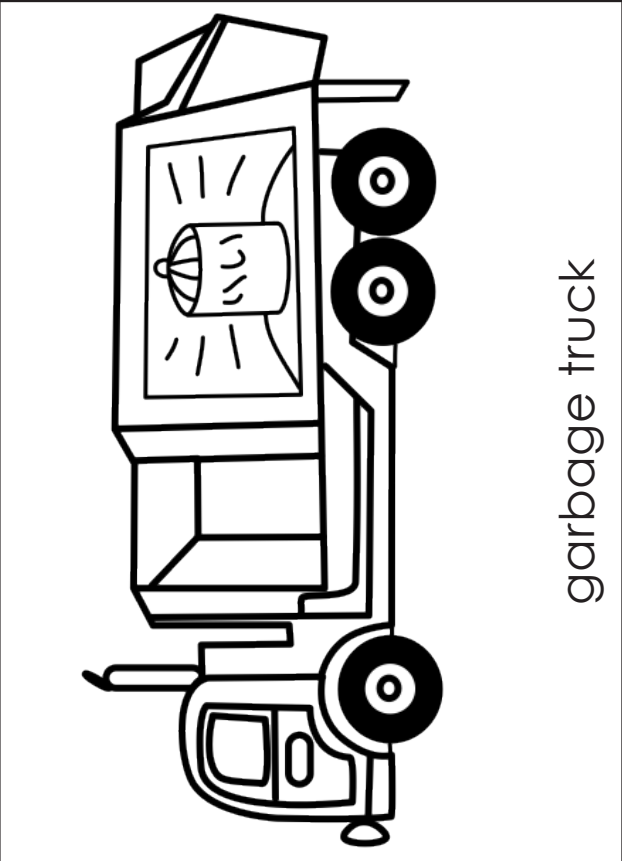
school bus



fire engine



tow truck



garbage truck

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TRANSPORTATION (LESSON 9)

PARENT PAGE

What we are learning:

Your child will orally identify community helpers and the transportation vehicles they use to help them with their jobs. He/she will describe characteristics of those vehicles. Your child will match community workers with their vehicles.

Words to know:

- | | |
|---------------------------------|-------------------------------------|
| ♦ garbage—basura | ♦ bus driver—chofer de autobús |
| ♦ fire engine—carro de bomberos | ♦ tow truck—grúa |
| ♦ firefighter—bombero | ♦ tow truck driver—operador de grúa |
| ♦ school bus—autobús escolar | |



What to ask:

1. *How does a fire fighter use the fire engine to put out fires?*
2. *How does a tow truck help its driver do his/her job?*
3. *How does the garbage truck make the driver's job easier?*
4. *How does the school bus and bus driver help the community?*
5. *Which vehicle would you most like to ride in? (Pause) Why?*

What else to do:

1. Have your child watch community workers around the neighborhood to see how they use their vehicles. Talk about them. If you feel comfortable doing so, encourage your child to ask the community workers about their vehicles.
2. Visit the public library and check out books about transportation, such as *Jobs on Wheels*, by Jennifer Blizin Gillis.

3. Teach your child a poem about transportation:

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(Move arms in circles.)

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We'll all be safe and sound.
(Hug self.)