



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 train parts and their functions and describe motions and positions of train cars.

Materials needed:

- ◆ Unit book: *Freight Train*, by Donald Crew
- ◆ Engineer (Handout 1)



Lesson vocabulary:

- ◆ railroad tracks—rieles
- ◆ engine—máquina
- ◆ wheels—rueda
- ◆ caboose—furgón de cola
- ◆ over—encima
- ◆ through—a través de
- ◆ by—cerca de
- ◆ fast—rápido
- ◆ slow—lento
- ◆ freight—carga

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

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

Emergent Literacy, Reading:

III.D.1. Child retells or reenacts a story after it is read aloud.

Science:

VI.A.2. Child investigates and describes position and motion of objects.

Social Studies:

VII.B.3. Child discusses the roles and responsibilities of community workers.

Physical Development:

IX.A.2. Child coordinates sequence of movements to perform tasks.

Activities:

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



Remind the parent and child that we've been learning about transportation. Ask the child to tell what he/she knows about cars, trucks, and busses. Introduce the unit book, *Freight Train*, by Donald Crew. Say,

Today we're going to learn about trains. This book is called Freight Train. Freight is another word for cargo. (Show the picture on the cover of the book.) Have you seen a train? (Pause) Tell me what you know about trains.

Allow the child to look at the picture on the cover of the book for support. On the cover and the back of the book, describe the train parts (e.g., wheels, engine, caboose, tracks, whistle). Link to Thomas the Train stories if the child is familiar with them. Then ask,

Do you know who drives the train? [engineer]

Model reading the book for the parent/child. On pages 1–6 focus on the color of the train cars and the location of the cars (i.e., back of the train, front of the train). On pages 7–10, focus on motion (i.e., slow, fast). Then on pages 11–15, focus on location words (e.g., through, by, over).

Work with the parent and child to practice train parts and location and motion words by pretending together to be a train. The home educator can be the engine and the child or parent can be the caboose. Say,

Let's pretend we're a train! I'll be the engine. CHOO CHOO! The engine is in the front of the train. What color is this engine? (Pause) Who wants to be the caboose? (Pause) You'll be in the back of the train. What color is this caboose? (Pause) Let's roll on the train tracks and see what we can see.

2. The parent works with the child.



The parent takes a turn being the engine. Be sure to name the train parts. Use location and motion words by calling out directions. Say,

We're moving slowly over the rug. Now let's move fast beside the table. Slow down, we're going by the television! Let's go fast through the doorway.

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

Next encourage the child to take the role of the engine: describe the train car positions and colors; call out location and motion words as the train moves around the room.

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

The child should be able to name the train parts and describe color, position, and motion accurately.

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. *Have you seen a train? (Pause) Tell me about it.*
2. *What kinds of things do you think a train can carry?*
3. *What happens when you're driving on the street and a train is coming?*
4. *How is a train like a car? (Pause) How is a train different from a car?*
5. *How is a train like a truck? (Pause) How is a train different from a truck?*
6. *How is a train like a bus? (Pause) How is a train different from a bus? (e.g., It doesn't make many stops.)*
7. *Do you think people can ride in a train? (Pause) How do you know?*

Ways to extend the lesson concepts:



1. Pretend to be a train outside and practice motion and location words in different settings.



2. Visit the public library and check out other books about trains, like *Thomas the Train*, by Rev. W. Awdry, or *The Little Engine That Could*, by Watty Piper. Read the books aloud to the child.



3. Draw and color a train. Label the parts.



4. If possible, take a short ride on a train with the parent and child. Discuss the experience.



5. Teach the child the following poem to chant during the train role-play.

I'm a Choo-Choo Train

I'm a choo-choo train,
(Bend arms at sides.)

Chugging down the track,
(Rotate arms in rhythm.)

First I go forward,
(Rotate arms forward.)

Then I go back.
(Rotate arms backward.)

Now my bell is ringing,
(Pretend to pull bell cord.)

Hear my whistle blow.
(Toot into closed fist.)

What a lot of noise I make
(Place hands over ears.)

Everywhere I go!
(Stretch arms out at sides.)

Modifications:

If the lesson activity is too hard—

1. Focus on fewer color, part, position, and motion words.
2. Prompt the child using questions (e.g., *Is our train going fast or slow? Are we going over the table or by the table?*).

If the lesson activity is too easy—

1. Discuss more location words (e.g., beside, behind, under, around).
2. Focus more on the train car names and their functions.
3. Discuss what the train needs to go (e.g., coal, gas, and diesel fuel).



train engineer

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TRANSPORTATION (LESSON 4)

PARENT PAGE

What we are learning:

Your child will orally identify train parts and their functions and describe motions and positions of train cars.

Words to know:

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|--------------------------|-----------------------|
| ♦ railroad tracks—rieles | ♦ through—a través de |
| ♦ engine—máquina | ♦ by—cerca de |
| ♦ wheels—rueda | ♦ fast—rápido |
| ♦ caboose—furgón de cola | ♦ slow—lento |
| ♦ over—encima | ♦ freight—carga |



What to ask:

1. Have you seen a train? **(Pause)** Tell me about it.
2. What kinds of things do you think a train can carry?
3. What happens when you're driving on the street and a train is coming?
4. How is a train like a car? **(Pause)** How is a train different from a car?
5. How is a train like a truck? **(Pause)** How is a train different from a truck?
6. How is a train like a bus? **(Pause)** How is a train different from a bus? (e.g., It doesn't make many stops.)
7. Do you think people can ride in a train? **(Pause)** How do you know?

What else to do:

1. Pretend to be a train outside and practice motion and location words in different settings.
2. Visit the public library and check out other books about trains, like *Thomas the Train*, by Rev. W. Awdry, or *The Little Engine That Could*, by Watty Piper. Read the books aloud to your child.
3. Draw and color a train. Label the parts.

4. If possible, take your child for a short ride on a train. Discuss the experience.
5. Teach the child the following poem to chant during the train role-play.

I'm a Choo-Choo Train

I'm a choo-choo train,

(Bend arms at sides.)

Chugging down the track.

(Rotate arms in rhythm.)

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(Rotate arms backward.)

Now my bell is ringing,

(Pretend to pull bell cord.)

Hear my whistle blow.

(Toot into closed fist.)

What a lot of noise I make

(Place hands over ears.)

Everywhere I go!

(Stretch arms out at sides.)