



# 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 use his/her knowledge about transportation to tell a story of an imaginary trip and to solve problems. The child will write his/her name on a map.

### Materials needed:

- ◆ Map (Handout 1)
- ◆ Vehicle pictures (Handout 2)—copy and cut out



### Lesson vocabulary:

- ◆ explore—explorar
- ◆ board—abordar
- ◆ bag—bolsa
- ◆ speed—velocidad
- ◆ over—encima
- ◆ through—a través de
- ◆ mountains—montañas
- ◆ tunnel—túnel
- ◆ ocean—océano

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

#### Language and Communication:

II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject/verb agreement.

#### Emergent Literacy, Writing: (extension)

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

#### Mathematics: (extension)

V.A.3. Child counts one to ten items with one count per item.

#### Social Studies:

VII.C.1. Child identifies and creates common features in her immediate environment.

#### Fine Arts:

VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representation.

## Activities:

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



Remind the parent and child that we've been learning about many different kinds of transportation. Ask the child to name types of transportation he/she remembers. Also probe for what the child remembers about where types of transportation can travel (i.e., air, land, water). Ask the child,

*Have you ever been on a trip? (Pause) Did you travel a short distance on your trip or a long distance? (Pause) When we go on trips, we can explore new places. Do you know what an explorer is? (Pause)* (Link to Dora the Explorer if the child is familiar with the character.) *Today we're going to pretend to take a trip so we can explore or search for new things! Watch and listen as I tell you about my trip!*

Use the vehicle pictures in Handout 2 to tell a story similar to the following:

*I would like to take a trip to Mexico and explore! Mexico is a long, long way from my house. I will have to travel a long time. First, I will pack my bags and get in my car.*

Show the picture of the car from Handout 2. Pretend to drive the car across the table or floor.

*I will drive my car all the way to the airport so I can get on an airplane and fly to Florida, where I will pick up my cousin.*

Use the airplane picture and fly the plane around the room.

*It will take me three hours to fly in a plane to Florida. Once I land in Florida, we will board a ship that will take us across the water to Mexico. We will travel for two days on the ship! It is a long trip, and the ship moves very slowly.*

Use the picture of the ship to pretend to travel through the water.

*Now we're in Mexico! I need to get my bags so I can get on the train. Uh oh! I can't find my bags! What will I do? I think I'll talk to the captain to see whether he can help me find my bags. Oh, good! We found my bags!*

Use the picture of the train.

*Now we can get on the train and finish our trip. We will ride on the train for six hours. The train travels about the same speed as a car, but it doesn't have to stop at stop signs or stop lights. Once we get off the train we can start exploring!*

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

Invite the parent to tell a similar story with lots of details using several vehicles from the handout to get to a specific location. Remind the parent to include at least one problem that he/she encounters and describe a solution to the problem.

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

Next, the child can describe a trip he/she would like to take. Provide the map (Handout 1) to support the child's use of each of the vehicles. Provide clues to support the child (for example, say, *Look, here are some mountains. Which vehicle can take us over—or through—the mountains?*). Pose a problem for the child to solve (e.g., *Uh oh! Your car got a flat tire!*). Provide clues to solve the problem. Invite the child to write his/her name on the map.

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

The child should be able to identify appropriate vehicles for settings and distances. The child should be able to describe a solution to a pretend travel problem.

### 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. *What vehicles can take us over the water?* (e.g., airplane, ship)
2. *What vehicles can we use to get over the mountains?* (e.g., airplane, train, car)
3. *How many of the vehicles have you used for travelling?*
4. *In what other types of transportation have you traveled?* (e.g., shuttle, taxi, horse carriage, trolley, bicycle, motorcycle, etc.)

## Ways to extend the lesson concepts:



1. Count the number of vehicles you took on your pretend trip. Compare to the number of vehicles the parent took on his/her pretend trip.



2. Have the parent write the story of the child's trip as he/she dictates. The child can draw a picture of one aspect of the story. Later, the parent can help the child retell the story (using the picture for support) to a friend or family member.



3. Have the child make a list of things to take on his/her trip.

---

## Modifications:

### If the lesson activity is too hard—

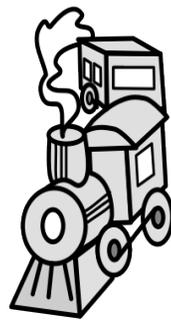
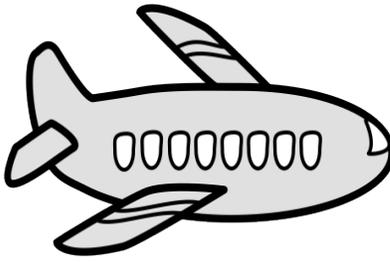
1. Use fewer vehicles for the pretend trip.
2. Provide more support in answering questions and telling story by modeling multiple times or providing choices (e.g, *Would the train travel through the mountain or over the water?*).
3. Write the child's name for him/her to copy onto the map.

### If the lesson activity is too easy—

1. Ask the child to tell which mode of transportation would be the fastest.
2. Ask the child to tell which mode of transportation would be the slowest.
3. Have the child talk about travel problems related to each mode of transportation.



This page left blank intentionally



This page left blank intentionally



# TRANSPORTATION (LESSON 8)

## PARENT PAGE

### What we are learning:

Your child will use his/her knowledge about transportation to tell a story of an imaginary trip and to solve problems. Your child will write his/her name on a map.

#### Words to know:

- |                    |                       |
|--------------------|-----------------------|
| ◆ explore—explorar | ◆ through—a través de |
| ◆ board—abordar    | ◆ mountains—montañas  |
| ◆ bag—bolsa        | ◆ tunnel—túnel        |
| ◆ speed—velocidad  | ◆ ocean—océano        |
| ◆ over —encima     |                       |



### What to ask:

1. *What vehicles can take us over the water?* (e.g., airplane, ship)
2. *What vehicles can we use to get over the mountains?* (e.g., airplane, train, car)
3. *How many of the vehicles have you used for travelling?*
4. *In what other types of transportation have you traveled?* (e.g., shuttle, taxi, horse carriage, trolley, bicycle, motorcycle, etc.)

### What else to do:

1. Count the number of vehicles you took on your pretend trip. Compare to the number of vehicles the home educator took on his/her pretend trip.
2. Write the story of your child's trip as he/she dictates. Your child can draw a picture of one aspect of the story. Later, you can help your child retell the story (using the picture for support) to a friend or family member.
3. Have your child make a list of things to take on his/her trip.

