



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 describe the purpose of a bus as a mode of transportation and will retell the procedure for riding a bus.

Materials needed:

- ◆ Bus ride sequence of events (Handout 1)

Lesson vocabulary:

- ◆ fare—tarifa
- ◆ horn—bocina
- ◆ wipers—limpiaparabrisas

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.B.3. Child provides appropriate information for various situations.

Emergent Literacy, Reading:

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

Mathematics: (extension)

V.A.3. Child counts 1 to 10 items with one count per item.

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.

Fine Arts: (extension)

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

Physical Development: (extension)

IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).

Activities:

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



Introduce the bus as a type of transportation. Say,

*We've been learning about cars and trucks; they are used to take people and things from place to place. What would you do if you did not have a car or truck to take you where you wanted to go? **(Pause)** (If the child suggests walking or a bicycle, ask how he/she would go if it were a long distance.) Do you know what a bus looks like and how it is used? **(Pause)** A bus is a type of transportation that is used to carry a group of people from one place to another, such as from home to school, or from one town to another town. Have you ever taken a ride on a bus? **(Pause)** Tell me about it. **(Pause)** Where did you get on the bus? **(Pause)** Did you have to pay? **(Pause)** Were there other people on the bus? **(Pause)** Right! Anyone can ride the bus if they have the money to pay the bus fare. Who drives the bus?*



*How did the driver know where you wanted to get off the bus? **(Pause)** Did you like the bus ride? **(Pause)** A bus has wheels that help it move, just like a car and a truck. It also has a horn that goes "beep, beep" and some wipers to clear the water from the window when it is raining. Like the semi truck, buses have a lot of space. They can hold many people at the same time.*

2. The parent works with the child.



Ask the parent to use the pictures in Handout 1 to explain the procedure he/she uses to take a public bus (e.g., checking the schedule, locating the bus stop, boarding the bus, paying the fare, signal the driver, exiting the bus, etc). If the parent is not familiar with the procedure, the home educator can explain.

Then, the child and parent can work to create a small book that illustrates the procedure for riding a bus by stapling the sequenced pages together. Ask the parent to make sure the pages are in the correct order. The parent should model retelling the sequence using the book for the child.

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

The child can use the book to retell the procedure for riding the bus. The parent should provide support and encouragement as needed.

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

The child should be able to describe a bus as a mode of transportation. The child should be able to explain in sequence the procedure for taking a bus trip.

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 other kinds of buses are there? (e.g., school buses, tour buses)*
2. *How can you get to school when you start school?*
3. *How can you find the bus stop?*
4. *How do you know what time the bus will arrive at the bus stop?*
5. *What might happen if you miss the bus?*

Ways to extend the lesson concepts:



1. Demonstrate the advantages of buses by gathering 10 objects and pretending that they are family members. Count the "family members." Say, "If you want to go with all your family to Grandma's house (or some other place far away), how can everyone get there?" Demonstrate that they may have to make several trips or use several cars to get all the family members to Grandma's house. Explain that a bus would be more efficient.



2. Visit the public library and check out the book, *School Bus*, by Donald Crews, or *We All Go Traveling*, by Sheena Roberts. Read the book aloud to the child.



3. Have the child plan and take a bus ride with his/her parent on a public bus; then he/she can tell a family member about the trip. (Public transportation may not be available in all towns.)



4. Teach the child the song, "Wheels on the Bus," and make body movements to go with the verses.

Wheels on the Bus

The wheels on the bus go round and round,
 Round and round,
 Round and round.
 The wheels on the bus go round and round,
 All through the town.

The wipers on the bus go swish, swish, swish,
Swish, swish, swish,
Swish, swish, swish.
The wipers on the bus go swish, swish, swish,
All through the town.

The horn on the bus goes beep, beep, beep,
Beep, beep, beep,
Beep, beep, beep.
The horn on the bus goes beep, beep, beep,
All through the town.

The money on the bus goes, clink, clink, clink,
Clink, clink, clink,
Clink, clink, clink.
The money on the bus goes, clink, clink, clink,
All through the town.

The driver on the bus says, "Move on back."
"Move on back."
"Move on back."
The driver on the bus says, "Move on back,"
All through the town.

The baby on the bus says, "Wah, wah, wah."
"Wah, wah, wah."
"Wah, wah, wah."
The baby on the bus says "Wah, wah, wah,"
All through the town.

The mommy on the bus says, "Shush, shush, shush."
"Shush, shush, shush."
"Shush, shush, shush."
The mommy on the bus says, "Shush, shush, shush,"
All through the town.

Modifications:

If the lesson activity is too hard—

1. Reduce the number of questions.
2. If the child is more familiar with the school bus, do the activity with the school bus instead of the public bus.

3. Use fewer pictures for the accordion book (e.g., boarding the bus, paying the fare, exiting the bus).

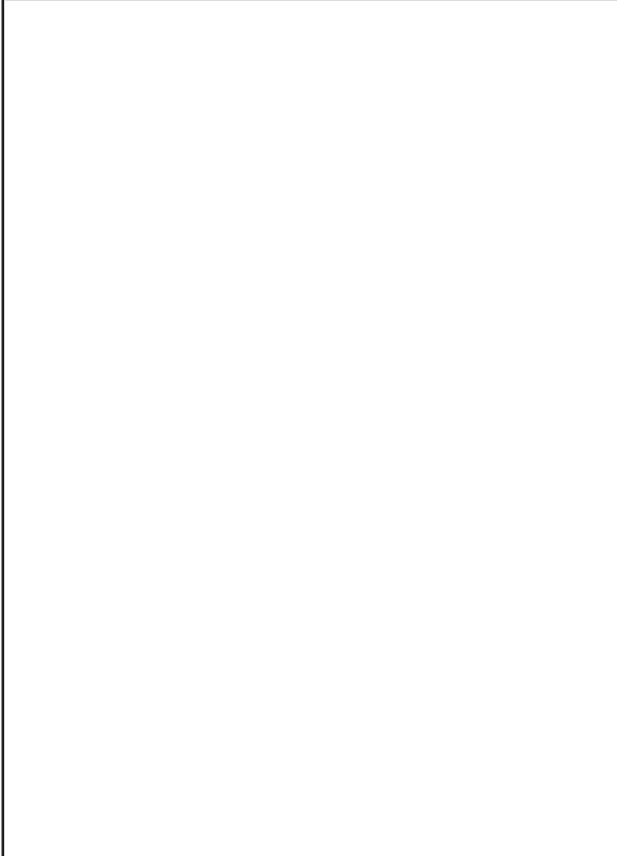
If the lesson activity is too easy—

1. Discuss the bus route and its purpose.
2. Research and find out how many tires are on a bus and whether that number is more or less than the number of tires on the semi truck.

This page left blank intentionally



This page left blank intentionally



This page left blank intentionally



TRANSPORTATION (LESSON 3)

PARENT PAGE

What we are learning:

Your child will describe the purpose of a bus as a mode of transportation and will retell the procedures for riding a bus.

Words to know:

- ◆ fare—tarifa
- ◆ horn—bocina
- ◆ wipers—limpiaparabrisas



What to ask:

1. *What other kinds of buses are there? (e.g., school buses, tour buses)*
2. *How can you get to school when you start school?*
3. *How can you find the bus stop?*
4. *How do you know what time the bus will arrive at the bus stop?*
5. *What might happen if you miss the bus?*

What else to do:

1. Demonstrate the advantages of buses by gathering 10 objects and pretending that they are family members. Count the “family members.” Say, “If we want to go with all our family to Grandma’s house (or some other place far away), how can everyone get there?” Demonstrate that you may have to make several trips or use several cars to get all the family members to Grandma’s house. Explain that a bus would be more efficient.
2. Visit the public library and check out the book, *School Bus*, by Donald Crews, or *We All Go Traveling*, by Sheena Roberts. Read the book aloud to your child.
3. If public buses are available, have your child plan and take a bus ride with you; then he/she can tell a family member about the trip.
4. Teach your child the song, “Wheels on the Bus,” and make body movements to go with the verses.

Wheels on the Bus

The wheels on the bus go round and round,
Round and round,
Round and round.
The wheels on the bus go round and round,
All through the town.

The wipers on the bus go swish, swish, swish,
Swish, swish, swish,
Swish, swish, swish.
The wipers on the bus go swish, swish, swish,
All through the town.

The horn on the bus goes beep, beep, beep,
Beep, beep, beep,
Beep, beep, beep.
The horn on the bus goes beep, beep, beep,
All through the town.

The money on the bus goes, clink, clink, clink,
Clink, clink, clink,
Clink, clink, clink.
The money on the bus goes, clink, clink, clink,
All through the town.

The driver on the bus says, "Move on back."
"Move on back."
"Move on back."
The driver on the bus says, "Move on back,"
All through the town.

The baby on the bus says, "Wah, wah, wah."
"Wah, wah, wah."
"Wah, wah, wah."
The baby on the bus says "Wah, wah, wah,"
All through the town.

The mommy on the bus says, "Shush, shush, shush."
"Shush, shush, shush."
"Shush, shush, shush."
The mommy on the bus says, "Shush, shush, shush,"
All through the town.