



TRANSPORTATION

BIG IDEA

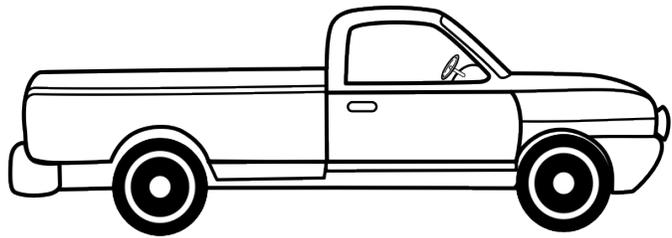
Children are curious about travel. Children explore and describe the many ways to move people and things from place to place. They describe and compare characteristics of several types of transportation.

Content objective(s):

The child will learn about trucks as a mode of transportation to carry cargo. The child will compare sizes of cargo that can fit into pick-up trucks and semi trucks.

Materials needed:

- ◆ Trucks (Handout 1)
- ◆ Cargo (Handout 2)
- ◆ Containers of various sizes



Lesson vocabulary:

- ◆ pick-up truck—camioneta
- ◆ semi truck—camión
- ◆ bed—cama
- ◆ cargo—carga
- ◆ trailer—remolque
- ◆ truck driver—camionero

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.

Mathematics:

V.D.2. Child recognizes how much can be placed inside an object.

Social Studies:

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

Activities:

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

Remind the child and parent that we're learning about transportation. Ask,



Do you remember what transportation is? (Pause) What do you remember about cars? (Pause) Today we'll learn about trucks. Do you have a truck? (Pause) Tell me about it. (Pause) Do you like trucks? (Pause) Do you like pick-up trucks—the small trucks—or semi trucks—the really big trucks?

Show the pictures from Handout 1 and ask,

How is a truck used? How is the way a truck is used different from how a car is used?

Explain to the child that cars mostly move **people** from place to place and trucks often move **things** from place to place. Ask,

If you wanted to move something very big, like your refrigerator, to another house, what would you use—a car or a truck? (Pause) Where in the truck would you put the refrigerator? (Pause) Right! The bed of the truck is used to carry things from place to place. Have you seen trucks carrying things? (Pause) What kind of things? (Pause) Trucks are also used to pull things, like trailers that carry animals or tools.

A person who drives a truck for their job is called a truck driver. Would you like to be a truck driver? (Pause) Why/why not?

2. The parent works with the child.



Invite the parent to discuss any experience he/she has had using pick-up trucks or semi trucks in his/her current or past jobs. Encourage him/her to discuss details of the vehicle and the size of the loads the vehicle can carry.

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

Invite the parent and child to examine the handouts and identify vehicle parts and purposes. Then the parent should work with the child to match the size of the cargo (Handout 2) to the appropriate size truck (Handout 1). The child can cut out the cargo pictures and fit them onto the truck pictures. The child can color the pictures, if time permits. If not, leave the picture for the child to color later.

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

The child should be able to name the truck parts and purposes and describe how trucks are used. The child should be able to match cargo sizes to truck sizes and explain.

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. *Why is it not safe to ride in the back (or bed) of a pick-up truck?*
2. *If you need to take a horse to a veterinarian, what transportation would you use? (Pause) (Accept truck or trailer.) Why?*
3. *What makes trucks go?*
4. *Can trucks go in the water? (Pause) Why or why not? (Follow up with questions about types of water in which trucks might be able to travel, e.g., shallow vs. deep.)*

Ways to extend the lesson concepts:



1. Use a T-chart to compare cars and trucks. List features of cars on one side and features of trucks on the other. Look for similarities and differences across the lists.



2. Visit the public library and check out the book, *Big, Bigger, Biggest Trucks and Diggers*, by Erin Golden, or *My Truck is Stuck*, by Kevin Lewis. Read the book aloud to the child.



3. Experiment with volume. Estimate how many objects (e.g., buttons, pennies, macaroni pieces) might fit into different sized containers. Check your estimate.

Modifications:

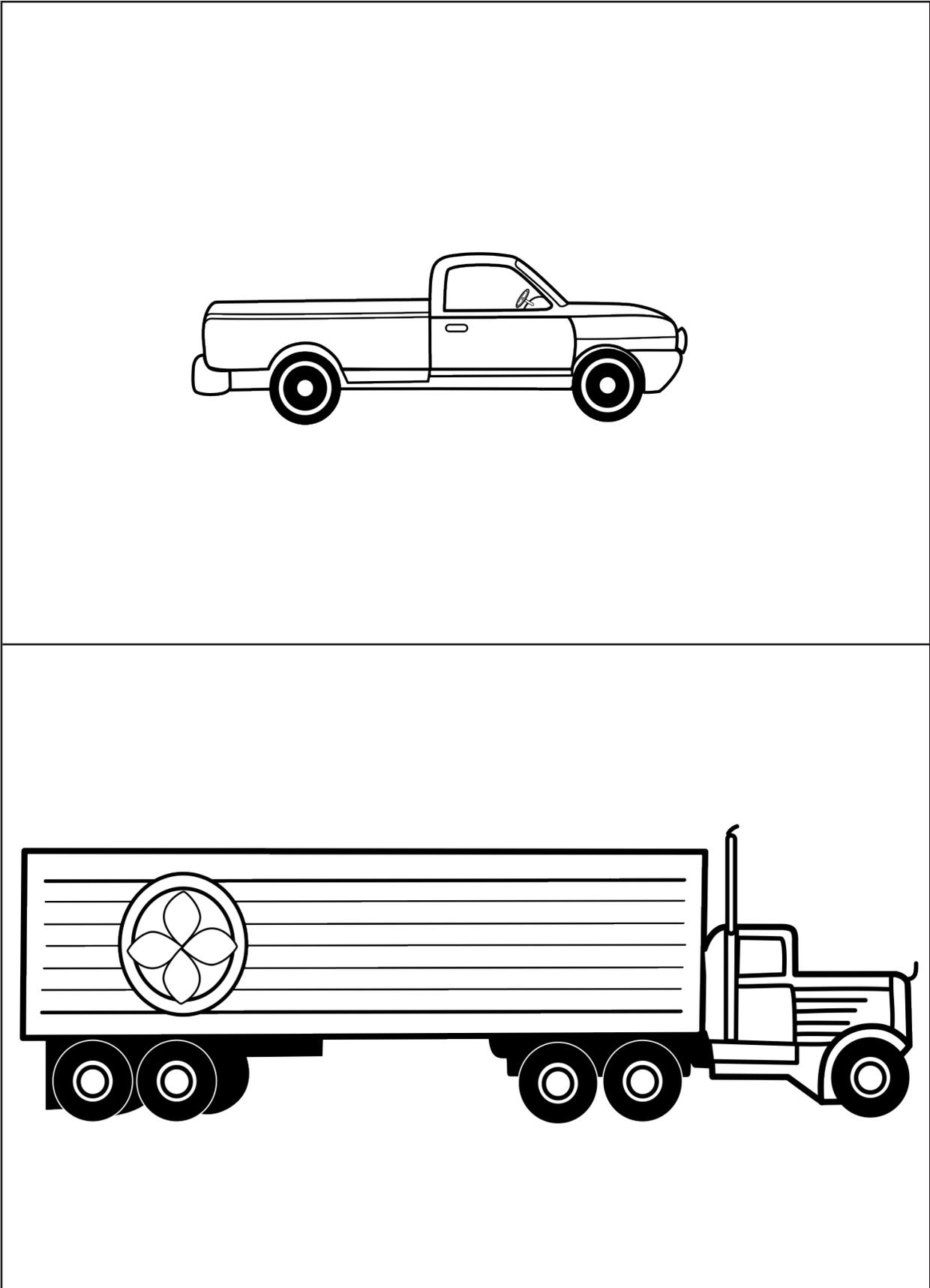
If the lesson activity is too hard—

1. Reduce the number of questions.
2. Help the child cut out the cargo pictures and place them on the truck outlines.
3. The parent should provide extra support in explaining purposes of trucks.
4. Model estimating volume for the child several times before the child attempts to estimate.
5. Experiment with volume using smaller containers and larger objects (e.g., cotton balls, marshmallows), so that only a few will fit in the container.

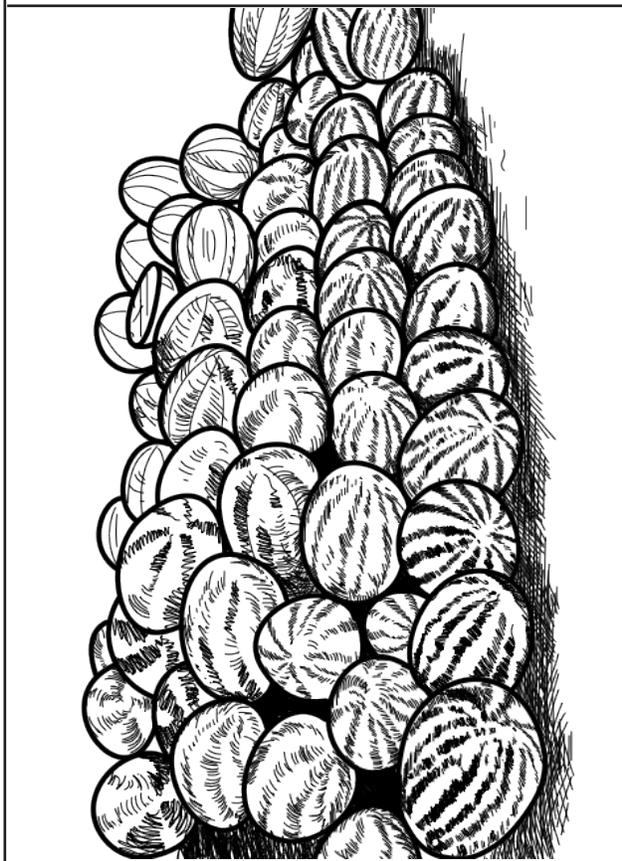
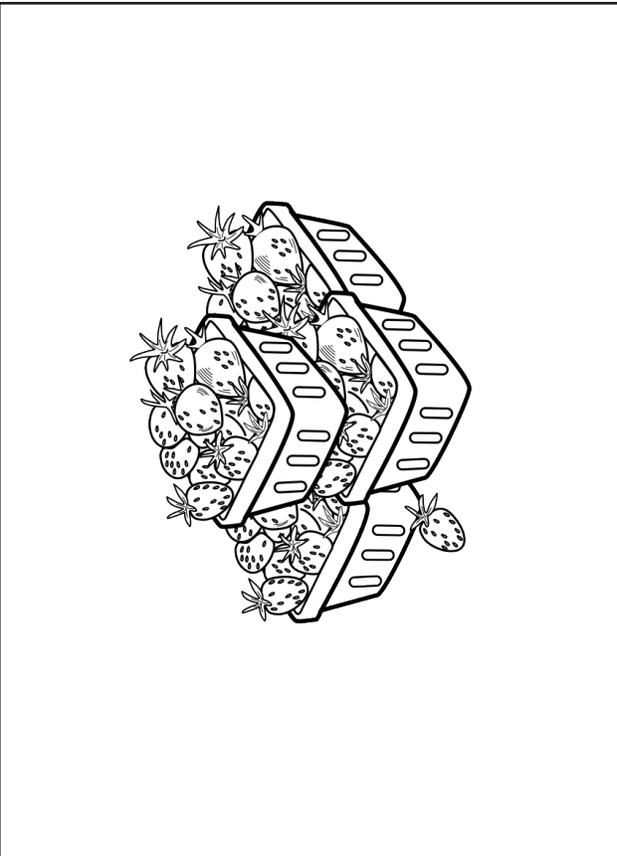
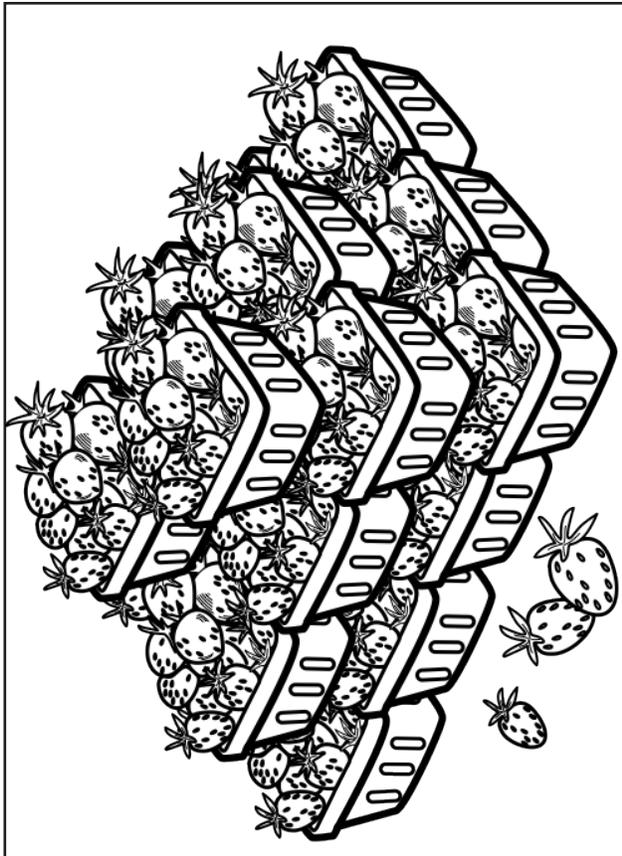
If the lesson activity is too easy—

1. Count the tires on the pick-up truck and semi truck; compare the numbers.
2. Talk about what makes the truck go and how it gets energy.
3. Experiment with volume using larger containers and smaller objects.

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TRANSPORTATION (LESSON 2)

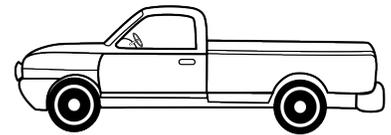
PARENT PAGE

What we are learning:

Your child will learn about trucks as a mode of transportation to carry cargo. He/she will compare sizes of cargo that can fit into pick-up trucks and semi trucks.

Words to know:

- | | |
|---------------------------|--------------------------|
| ◆ pick-up truck—camioneta | ◆ cargo—carga |
| ◆ semi truck—camión | ◆ trailer—remolque |
| ◆ bed—cama | ◆ truck driver—camionero |



What to ask:

1. *Why is it not safe to ride in the back (or bed) of a pick-up truck?*
2. *If you need to take a horse to a veterinarian, what transportation would you use? (Pause) (Accept truck or trailer.) Why?*
3. *What makes trucks go?*
4. *Can trucks go in the water? (Pause) Why or why not? (Follow up with questions about types of water in which trucks might be able to travel, e.g., shallow vs. deep.)*

What else to do:

1. Use a T-chart to compare cars and trucks. List features of cars on one side and features of trucks on the other. Look for similarities and differences across the lists.
2. Visit the public library and check out the book, *Big, Bigger, Biggest Trucks and Diggers*, by Erin Golden, or *My Truck is Stuck*, by Kevin Lewis. Read the book aloud to your child.
3. Experiment with volume. Estimate how many objects (e.g., buttons, pennies, macaroni pieces) might fit into different sized containers. Check your estimate.

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