

TRANSPORTATION



Stepping
Stones

A Texas Migrant Early Childhood
Program for 3- and 4-Year Olds

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TRANSPORTATION

BIG IDEA

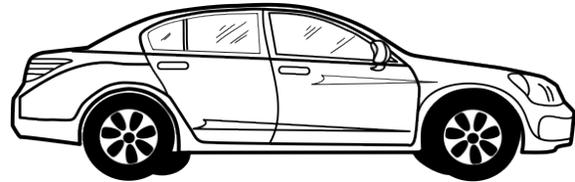
Children are curious about travel. Children explore and describe the many ways to move people and things from place to place. They describe and compare characteristics of several types of transportation.

Content objective(s):

The child will identify a car as a mode of transportation and identify car parts. The child will provide details of a specific trip.

Materials needed:

- ◆ Unit book: *Beep Beep*, by Petr Horacek
- ◆ Car outline (Handout 1)
- ◆ Car parts (Handout 2)



Lesson vocabulary:

- ◆ transportation—transportación
- ◆ highway—carretera
- ◆ street—calle
- ◆ traffic signal—señal de tráfico
- ◆ tires—llantas
- ◆ lights—luces
- ◆ steering wheel—volante

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

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

II.D.1. Child uses a wide 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.

Social Studies:

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

Activities:

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

Introduce the unit on transportation. Say,



We're going to be learning about transportation. Transportation is all the different ways you can get from one place to another. If you want to go to the store, how can you get there?

After the child names one mode of transportation (e.g., car) prompt for other ways to get to the store (e.g., truck, bicycle, bus, etc.).

There are many ways for us to get to the places we want to go. Some types of transportation travel on the land, some in the air, and some in the water. Some types of transportation are good for taking us short distances, or places that are not too far, and some take us long distances—places very far away. Today we'll learn about cars.



Model reading the unit book, *Beep Beep*, by Petr Horacek. Connect the child's experiences to the story by asking,

Have you taken a trip to visit your grandma? (Pause) (If the answer is "no," ask whom he/she has been to visit.) Tell me about your trip.

If the child has trouble describing the trip, prompt with questions:

How did you travel (e.g., car, bus, truck, etc.)? (Pause) How long was your trip? (Pause) Did you travel on the highway or on streets? (Pause) On the highway, your car can go very fast, because there are no traffic signals. That means you don't have to stop very often. On streets, you must go slower and there are traffic lights and stop signs.

Where else have you gone in your car? (Pause) Where do you like to go in your car? (Pause) What do you do first when you get in the car? (Pause) What keeps you safe while you're in the car?

Provide guidance to the parent in completing the following activity with the child.

2. The parent works with the child.



The parent should refer to the unit book and discuss the car in the story. Compare the car in the book to the family's own car, if appropriate (e.g., color, size, shape, number of doors, etc.). Show the child the car outline from Handout 1 while referring to the pictures in the book. Ask the child to color the car outline to match the family's car, if appropriate.

Point out the tires in the pictures of the book and explain that even though the car has four tires, we can only see two of them. The parent should invite the child to color the tires and glue them onto the car outline. Follow the same process to encourage the child to discuss

other car parts, including the steering wheel and the headlights. Explain what each part is for and where it belongs on the picture. Have the child draw pictures of family members inside the car.

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

The child can use the completed picture to tell about a time that the family traveled to see a grandparent, some other family member, or a friend. Encourage the child to use the vocabulary words and provide as many details as possible.

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

The child should be able to name and place the parts of the car. He/she should also tell about a specific trip with the family and all associated events (traveling on the highway, traveling a long distance, etc.).

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 was your favorite part of your trip?*
2. *How is your car the same as or different from the car in the story?*
3. *What kind of car would you like to have when you grow up? (Pause) Why?*
4. *Did you make any stops on your trip? (Pause) Why?*
5. *Do you like to travel on the highway or on the streets? (Pause) Why?*

Ways to extend the lesson concepts:



1. Make a game to get from the child's house to Grandma's house. Cut two small car shapes from paper, one for each player. On another paper, draw the child's house and Grandma's house and make two paths—of equal numbers of squares—connecting the houses. Take turns rolling dice to move the cars toward Grandma's house and see who gets there first.



2. The child can identify traffic signs and signals he/she is able to see out of a car window and tell what they mean. The parent should provide support to help the child determine what the signs say and mean.



3. Help the child make a list of all the things he/she needs to take on a trip to Grandma's house.



4. Visit the public library and check out the book, *Transportation*, by Clare Beaton (a dual English-Spanish book). Read the book aloud to the child.

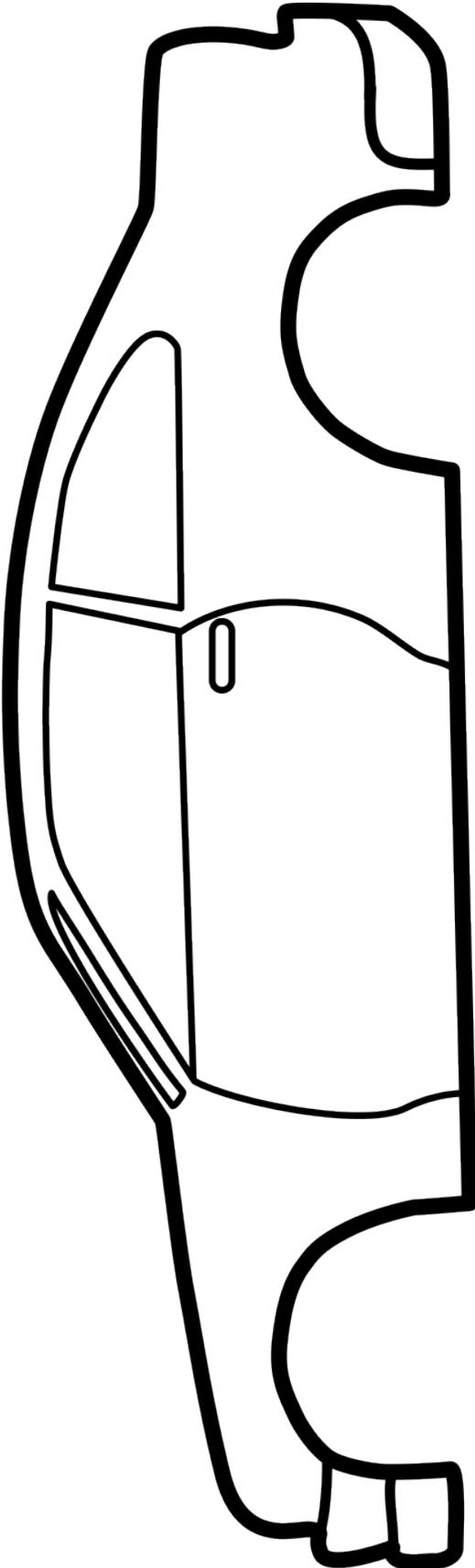
Modifications:

If the lesson activity is too hard—

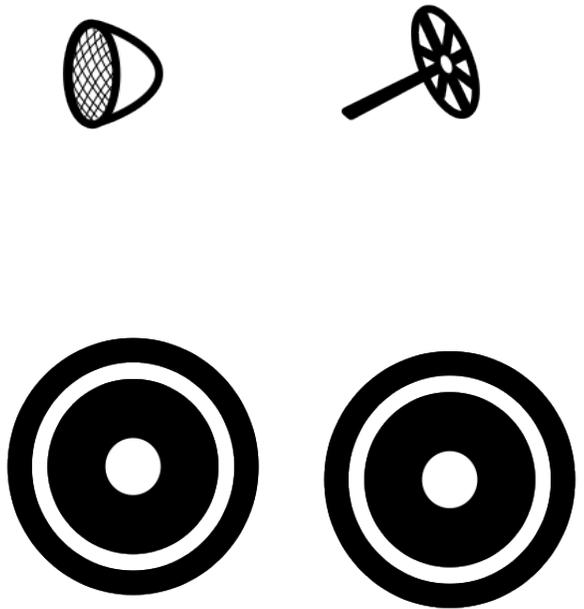
1. Reduce the number of questions.
2. Help the child cut out the car parts and place them on the car outline.
3. Provide extra support in explaining details of the trip to Grandma's house.

If the lesson activity is too easy—

1. Discuss what makes the car run (i.e., gasoline).
2. Relate the long/short trips to distance (i.e., far, near).
3. Draw extra details on the car outline (e.g., fender, doorknob, trunk, etc.).



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TRANSPORTATION (LESSON 1)

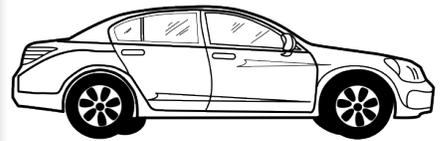
PARENT PAGE

What we are learning:

Your child will identify a car as a mode of transportation and identify car parts. He/she will provide details of a specific trip.

Words to know:

- ◆ transportation—transportación
- ◆ tires—llantes
- ◆ lights—lucs
- ◆ steering wheel—volante
- ◆ highway—carretera
- ◆ street—calle
- ◆ traffic signal—señal de tráfico



What to ask:

1. *What was your favorite part of our trip?*
2. *How is our car the same as or different from the car in the story?*
3. *What kind of car would you like to have when you grow up? (Pause) Why?*
4. *Did we make any stops on our trip? (Pause) Why?*
5. *Do you like to travel on the highway or on the streets? (Pause) Why?*

What else to do:

1. Make a game to get from your house to Grandma's house. Cut two small car shapes from paper, one for each player. On another paper, draw your house and Grandma's house and make two paths, of equal numbers of squares connecting the houses. Take turns rolling dice to move the car toward Grandma's house and see who gets there first.
2. Encourage your child to identify traffic signs and signals he/she is able to see out of a car window and tell what they mean. Provide support to help him/her determine what the signs say and mean.
3. Help your child make a list of all the things he/she needs to take on a trip to Grandma's house.
4. Visit the public library and check out the book, *Transportation*, by Clare Beaton (a dual English-Spanish book). Read the book aloud to your child.

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