



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 match vehicles to the appropriate land, air, or water setting and label the setting categories. The child will describe characteristics of objects in the categories. The child will imitate movements of vehicles.

Materials needed:

- ◆ Picture of land (Handout 1)
- ◆ Picture of water (Handout 2)
- ◆ Picture of sky (Handout 3)
- ◆ Vehicles (Handout 4)

Lesson vocabulary:

- ◆ land—tierra
- ◆ air—aire
- ◆ water—agua
- ◆ vehicle—vehículo
- ◆ helicopter—helicóptero

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.

II.D. 5. Child uses category labels to understand how the words/objects relate to each other.

Emergent Literacy, Writing:

IV.B.1. Child independently uses letters or symbols to make words or parts of words.

Mathematics:

V.E.1. Child sorts objects that are the same and different into groups; uses language to describe how the groups are similar and different.

Fine Arts: (extension)

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

Physical Development:

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

Technology: (extension)

X.A.1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.

Activities:

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

Introduce and explain the different types of transportation and where they move (land, air, water) using the pictures (Handouts 1, 2, and 3). Say:



*Today we will talk more about transportation. What is your favorite type of transportation so far? **(Pause)** Why? **(Pause)** Remember, transportation is the way we move from one place to another; for example to go to the store, I go in my car. How do you go to the store?*

*There are different types of vehicles. (Show vehicle pictures from Handout 4.) There are cars, trucks, semi trucks, trains, rowboats, sailboats, ships, helicopters, and airplanes. (Lay out pictures.) Have you ever been in any of these vehicles? **(Pause)** Each of these vehicles travels in a particular way. Some travel on land, some on water, and some by air, or in the sky.*



Return to Handouts 1, 2, and 3 and assist the child in labeling the settings. Say,

*Here is a picture of the water; we're going to figure out which vehicles travel in the water. Let's write the word "water" so we can remember it. What sound do you hear at the beginning of "water"? **(Pause)** (Say the word slowly to help the child hear the first sound.) Right, "water" starts with /w/. Let's write a "W."*

Continue to write the word "water," discussing other sounds in the word. Assist the child in writing if necessary. Repeat the process to label the other handouts (i.e., air and land).



After the setting pictures are all labeled, say,

*Here is a picture of a car. Hold the car next to the picture of the water (Handout 2) and say, Does a car travel in the water? **(Pause)** No! It would sink! (Hold the car next to the picture of the air, or sky.) Does the car travel in the air? **(Pause)** No! Why can't it travel in the air? **(Pause)** Right! It doesn't have wings or propellers. (Hold the picture of the car next to the picture of the land.) Does the car travel on the land? **(Pause)** Yes! We drive cars on the roads and highways.*

2. The parent works with the child.

The parent will continue the lesson by repeating the process but using the picture of the airplane. The parent should ask the child to judge whether the airplane does or does not travel in each of the settings.

Model once more, using one of the water vehicles (rowboat, sailboat, or ship). Again the parent should allow the child to make judgments about travel settings and explain his/her decisions.

The parent and home educator should leave the pictures that were just modeled on the appropriate settings to serve as a reminder for the child.

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

The child should continue sorting the remaining vehicles onto their appropriate settings.

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

The child should be able to identify vehicles and place them on the appropriate setting; he/she should be able to name (with assistance) characteristics that the vehicles in each group share with one another.

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 can't the land vehicles fly?*
2. *Why can't the air vehicles float?*
3. *Why can't the water vehicles fly?*
4. *Which vehicle can hold more people—a train, a sailboat, or a truck?*
5. *Which travels the fastest—a car, a rowboat, or an airplane?*

Ways to extend the lesson concepts:



1. Play a version of "Simon Says" in which the child completes motions for the named vehicle (e.g., train, rowboat, car, airplane). Use the words stop, faster, and go (e.g., Simon says, "You're a train." Simon says, "Go faster." Simon says, "Stop!" Simon says, "You're an airplane."). If the phrase "Simon says" is used, the child should complete the action; if the phrase is NOT used, the child should not complete the action. If this is too difficult for the child, use "Simon says" with all of the sentences.
2. Help the child plan an imaginary trip and select the most appropriate mode of transportation. Have him/her draw a picture of the vehicle in the appropriate setting.
3. Visit the following Web site and complete the airplane puzzle: http://www.first-school.ws/puzzlesonline/alphabet/a_airplane.htm

Modifications:

If the lesson activity is too hard—

1. Model more vehicles before inviting the child to work independently.
2. Provide more hints about characteristics that indicate appropriate settings.
3. For the “Simon Says” game, model the movements or complete the movements with the child.

If the lesson activity is too easy—

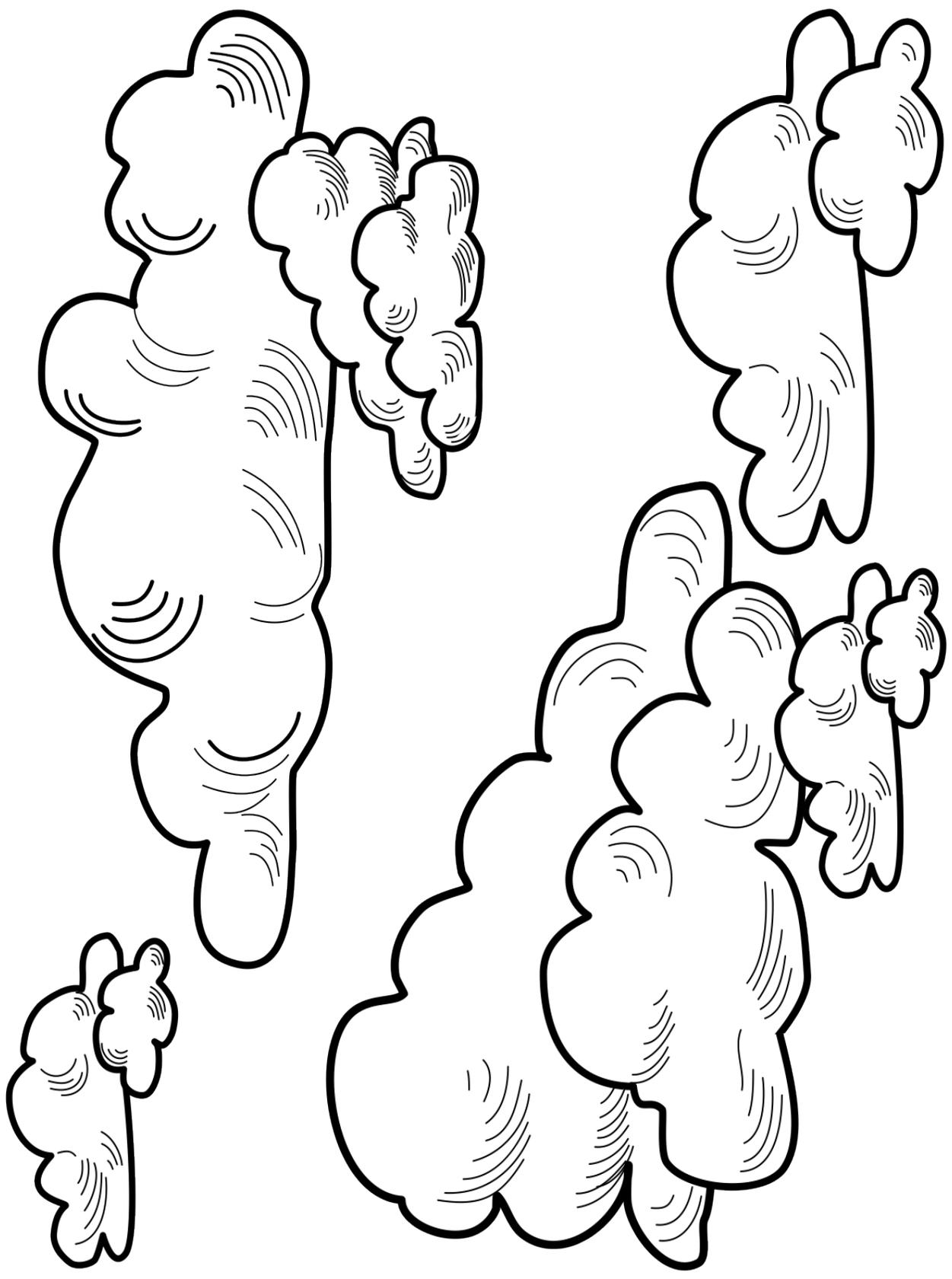
1. Discuss commonalities among vehicles (e.g., all use some type of energy, etc.).
2. Ask the child to elaborate more on characteristics of the vehicles as he/she places them in their settings.
3. Ask the child to label the setting pictures (write the sounds he/she knows or copy from another page).



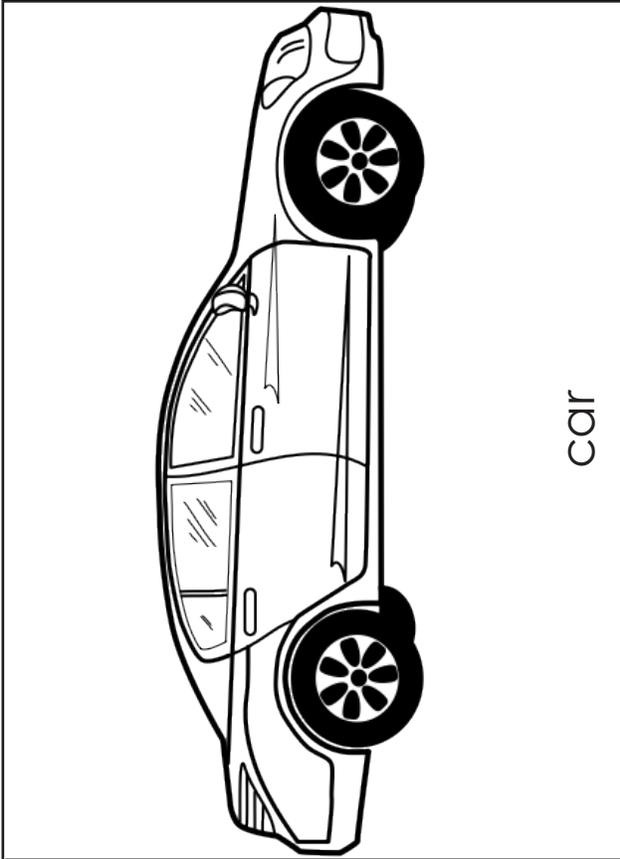
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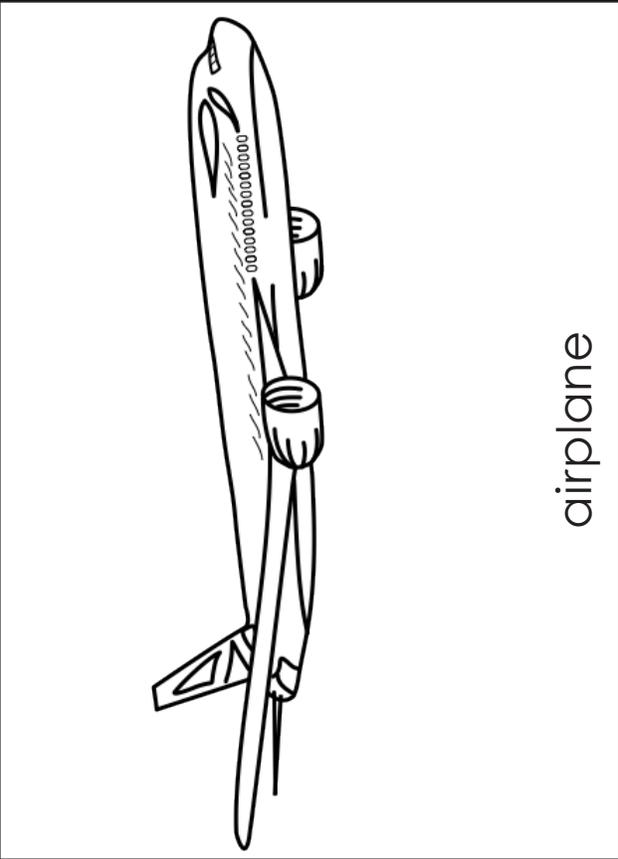
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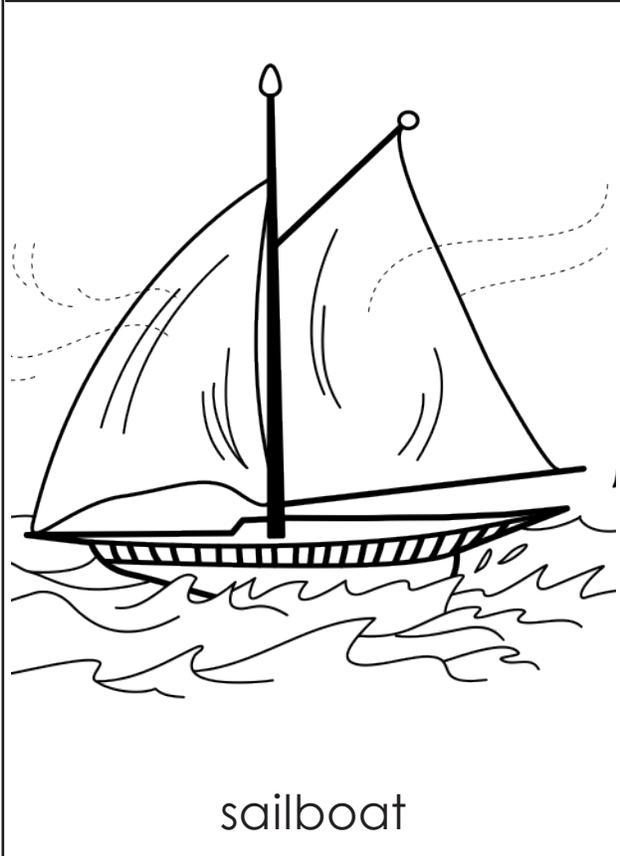
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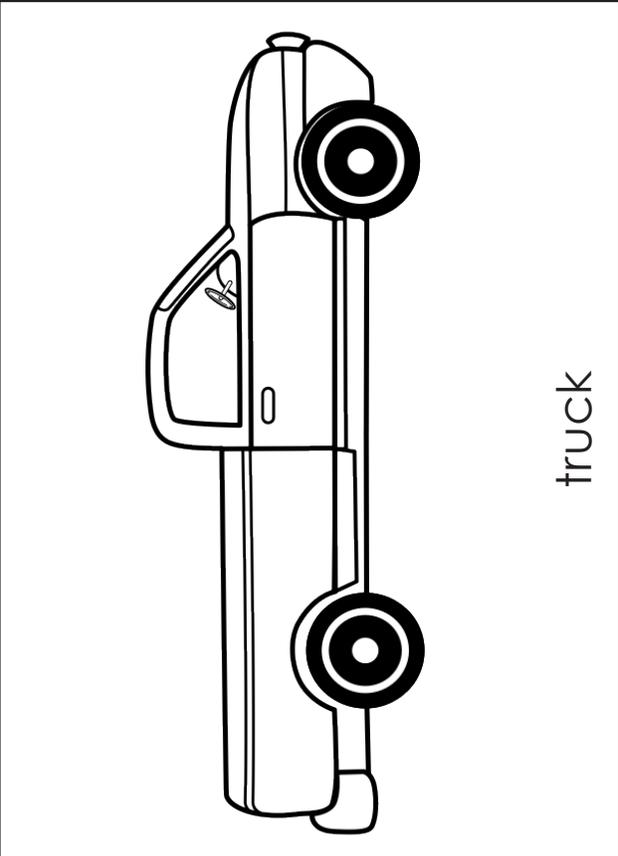
car



airplane

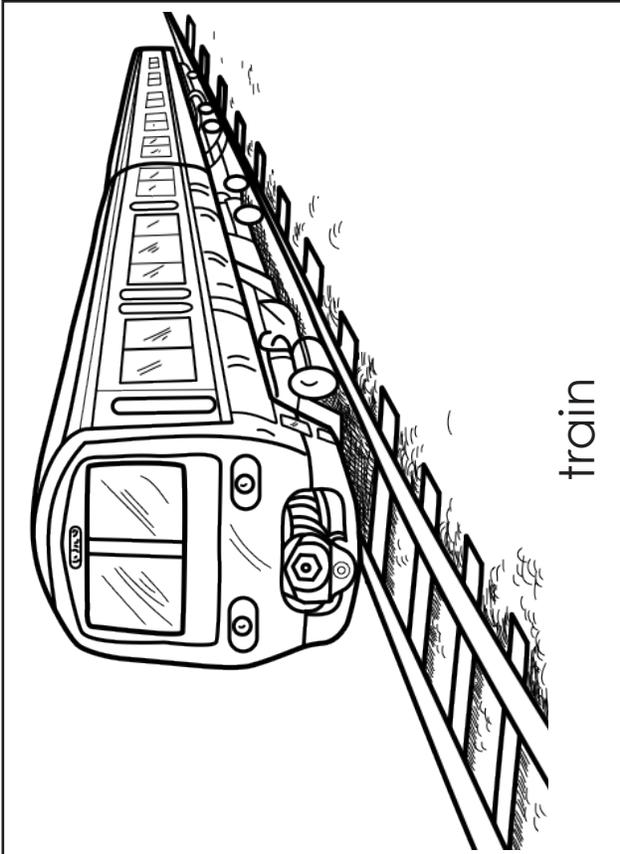


sailboat

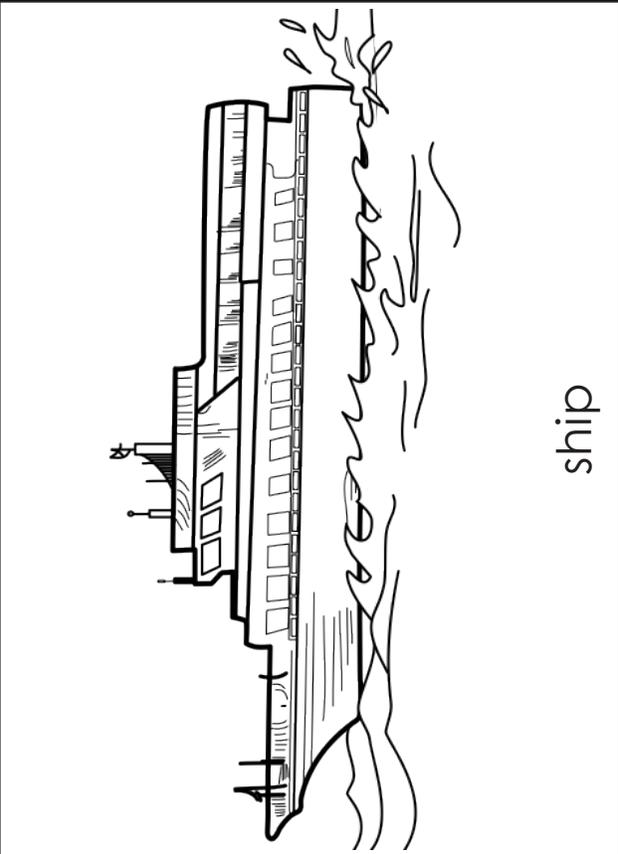


truck

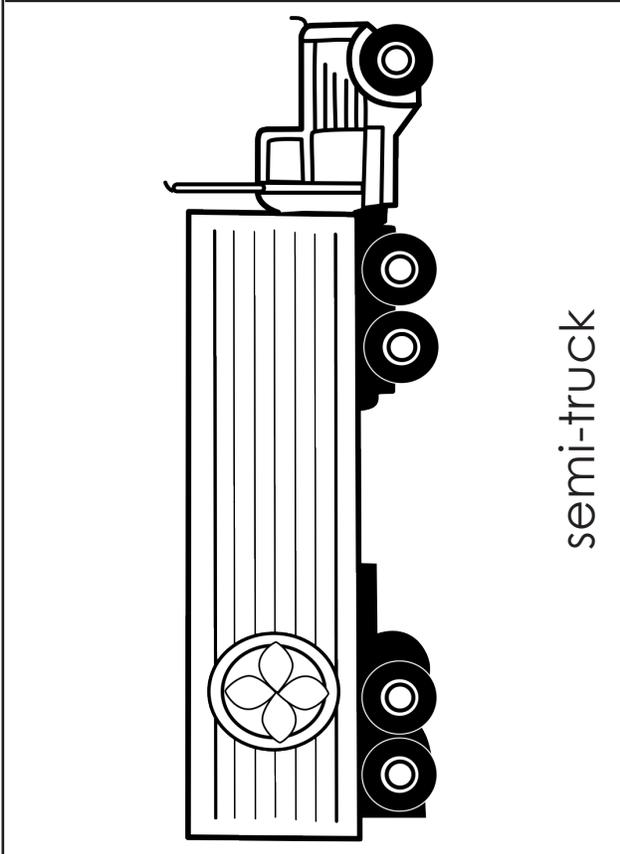
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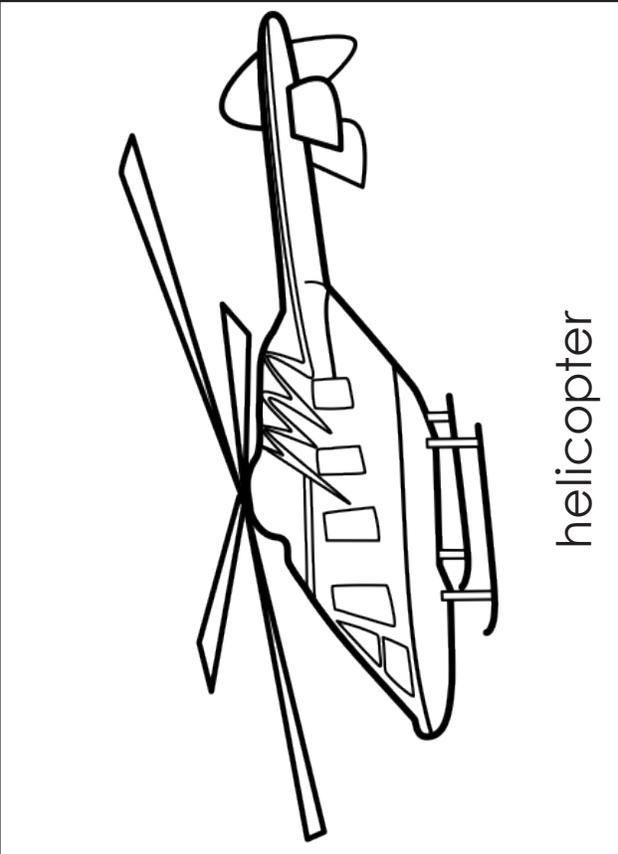
train



ship

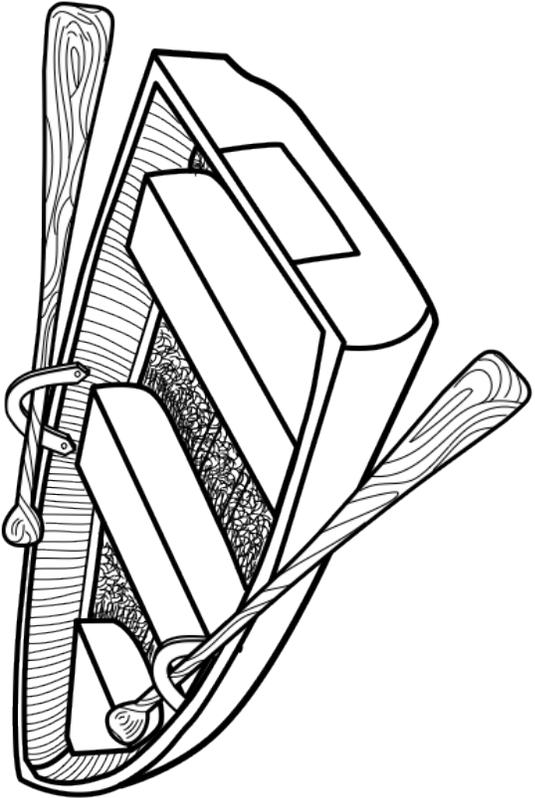


semi-truck



helicopter

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TRANSPORTATION (LESSON 7)

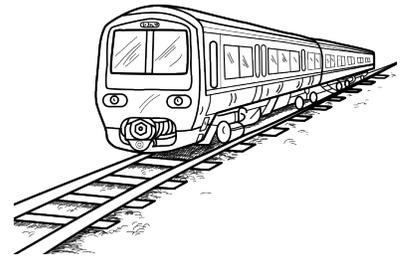
PARENT PAGE

What we are learning:

Your child will match vehicles to the appropriate land, air, or water setting and label the setting categories. He/she will describe characteristics of objects in the categories. Your child will imitate movements of vehicles.

Words to know:

- ◆ land—tierra
- ◆ air—aire
- ◆ water—agua
- ◆ vehicle—vehículo
- ◆ helicopter—helicóptero



What to ask:

1. *Why can't the land vehicles fly?*
2. *Why can't the air vehicles float?*
3. *Why can't the water vehicles fly?*
4. *Which vehicle can hold more people—a train, a sailboat, or a truck?*
5. *Which travels the fastest—a car, a rowboat, or an airplane?*

What else to do:

1. Play a version of "Simon Says" in which your child completes motions for the named vehicle (e.g., train, rowboat, car, airplane). Use the words stop, faster, and go (e.g., Simon says, "You're a train." Simon says, "Go faster." Simon says, "Stop!" Simon says, "You're an airplane."). If the phrase "Simon says" is used, your child should complete the action; if the phrase is NOT used, your child should not complete the action. If this seems too difficult, use "Simon says" with all of the sentences.
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