

Unit 8-1: Community	
Study Focus: Transportation (week 1 of 2)	
Study Focus Description: The focus of this study is to explore the various forms of transportation and the concept of travel.	
Student Understandings: Students will understand the meaning of transportation. Students will understand that people travel in different ways. Students will understand that transportation occurs via land, water, and air.	
Guiding Questions: <ol style="list-style-type: none"> 1. Can students identify transportation as a way to move from one place to another? 2. Can students understand that transportation methods vary according to where people live? 3. Can students recognize an array of transportation vehicles? 4. Can students select the forms of transportation needed to travel by air, land, and water (example- air travel – airplane, hot air balloon; water—boat, ship, sailboat; land travel-bus, car, train, bike) 	
Guiding Vocabulary: transportation, travel, land, water, air, vehicle, map, far, near, vacation, destination, airport, train station, engine, motor, port, dock, transportation modes, such as car, bus, taxi, train, bicycle, boat, ship, airplane, helicopter, etc.	
Grade-level Expectations	
GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

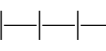


ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)

M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words <i>same/different</i> and <i>more/less/fewer</i> (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., <i>long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller</i>) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as <i>day, week, month, schedule, morning, noon, night</i> (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)

SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as <i>soft</i> or <i>loud</i> (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as <i>hot</i> or <i>cold</i> (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as <i>yesterday</i> , <i>today</i> , and <i>tomorrow</i> (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Transportation	Cars and Trucks	Buses	Trains	Bikes
Whole Group Activities	Transportation Graphic Organizer ELA 4, 8, 9, 16, 18, 21 ELA 4, 8, 9, 16, 18, 21	Car and Truck Measurement M 3, 6, 11; SCI 4, 5, 6, 16	Students on the Bus ELA 8, 9, 22, 27; M 13	Engine, Engine #9 ELA 8, 9, 10; M 1, 3, 4	Bike Chart ELA 8, 9, 10, 11, 16, 17, 18; M 1, 4
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Did you ride to school in a car?	Do you have a truck?	Have you ridden on a school bus?	Have you ridden on a train?	Do you have a bike?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a, 1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	<i>Wheel Away</i>	<i>Wheels</i>	<i>Bus Stop Bop</i>	<i>Freight Train</i>	<i>Lulu on Her Bike</i>
Small Group Activities	Car Sets ELA 8, 9, 10; M 1, 4	Truck Geometry ELA 8, 9, 10, 11, 19; M 8	Bumpy Bus Story Chain ELA 8, 9, 10, 11, 12a, 13, 19, 21, 25; M 3	The Little Engine that Could ELA 13, 19, 21, 25; M 3	Bike Rap ELA 8, 9, 10, 12, 15, 19; SS 4
Music and Movement	Variety of horns and bells				
Experiences/ Guest Speakers	Auto Mechanic, Crossing Guard, Police Officer; Riverboat or Tugboat Captain; Airline or Airport Worker				

Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!					
Language/Literacy ELA 3, 15, 17, 20, 24	<i>Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</i>				
	Can you find the letter? Letter symbols	Sand Letters Letter rubbings	Playdough letters Letter jars	Dot letters Letter puzzles	Gel board Letter game
Math M 1, 2, 4, 5, 6, 8, 9, 12, 13					
	Number Relations Road sign number match: Cut out 2 sets of shapes of common road signs from construction paper and glue to craft sticks. On one set write the numeral and on the other set draw dots to represent the number. Have students match the two sets.	Measurement Have students roll two cars down a ramp and compare the distances each car rolled. Ask students how they can change the outcome and let them experiment to see if they can get the cars to travel a longer or shorter distance than before.	Geometry Trace the outlines of road signs from the block area onto poster board. Have students match the sign shape to shape on poster board.	Data Collection BLM Graph: Have you ever ridden in a . . . ?	Patterning Have students use vehicles from the block area to create patterns. Turn cars in different directions to create  patterns.
Science SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25 ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31 M 6, 9, 11, SS 4	learning logs and writing tools, nonfiction books relating to current study feely box with car/truck keys inside license plates to feel and observe the letters and numbers maps horns a variety of different sizes of cars and trucks with wheels of different sizes and types brochures of cars/trucks balance scale for weighing cars and trucks				

Gross Motor ELA 23, 24 M 11,13 SCI 15,16 SS 4	stop and go signs car/truck/bicycle races bicycle obstacle course red light/green light game airplane game or motorboat game using directional hand signals: up, down, left, right, high, low, stop, and go	
Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10,11 SCI 3, 9,16, SS 1, 2, 4	writing tools, paper, and tape for making student-made signs and labels atlas, maps, car wash implements, gas station logo signs, long boards/blocks for roadways, paper roadways, plastic garages, roadways, road rugs, a variety of transportation vehicles, blue bodies of water (created from paper or fabric), boats, airport names and photos, space stations, cotton batting for clouds, stop and go signs, local river, lake, or bayou names	
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	matching games using road signs created from clipart, boardmaker, or cutouts; gas station or oil company logos matching game; teacher-made license plate matching game (e.g., LBG 123 to LBG 123); rubber or plastic vehicle manipulatives to be used for patterning, sorting, or classifying; airplane-to-cloud number game (Cut out a cloud shaped out of a piece of paper. Write the numerals 1-10 on clouds. Place the corresponding number of airplanes on each cloud.); transportation lotto or bingo - create a transportation or vehicle bingo or lotto game using boardmaker, diecuts, stickers, or clipart small plastic airplanes and boats for sorting, patterning, or graphing	
Computer ELA 30	A variety of selected games/activities based on available technology and student needs http://funschool.kaboose.com/globe-rider/space/index.html http://www.chevroncars.com/games/	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	license plate rubbings, a variety of vehicle wheel sizes of toy cars and trucks available in the classroom which are rolled in paint then on paper, water colors, ship cookie cutter prints on blue painted “water,” train tracks made with popsicle sticks and a train stamped on the track, transportation stickers and stamps or pictures cut from travel brochures, clipart, or travel magazines for collage, boat and airplane stencils and stamps, cotton ball prints with white paint for clouds	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	Sand: cars and trucks in wet sand, dump trucks, road signs, popsicle sticks for train tracks	Water: boats, sailboats, funnels, sponges, plastic cars, spray bottles, pieces of wood for floating, sailboats and rocks/marbles for displacement investigating

Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	CD player and CDs, previously introduced musical instruments Some featured songs: <i>Riding in my Car, Bicycle Built for Two, Little Red Wagon</i> - Raffi; <i>Bike</i> - Johnette Downing; <i>Chug-Lug- a-Choo-Choo</i> - Gregg and Steve <i>Helicopter, Sail Away Sailboat, I'm a Little Airplane</i> - High Reach Learning <i>Row, Row, Row Your Boat, I Saw Three Ships by Countdown Kids; A Sailor Went to Sea</i> - Dr. Jean <i>The Silly Pirate Song</i> - Jack Hartmann <i>Riding in an Airplane</i> - Raffi
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	In addition to the regular housekeeping center, add one or more of the following: <u>Transportation Prop Box</u> : cars and trucks, car wash bucket, sponges, rags, soap bottle, maps, steering wheel, car magazines, funnel, hose, cash register, money, hat, uniform, gas pump, small plastic (unused) gasoline container <u>Travel Prop Box</u> : travel destination brochures (obtained from hotel lobbies or state rest area welcome stations or a travel agency), head set, pilot hat/suit, steering wheel, seats, blankets, travel bag and/or suitcase, airplane, tickets, money, paper credit cards, clothes
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books Atlas, maps, travel destination brochures, destination word cards, car ads from the newspaper
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools, such as pencils, colored pencils, crayons, markers; car, truck, and bus stamps, stencils, word cards; auto magazines; maps; gas station logos; car ads from newspaper, travel brochures, destination cards—mountains, ocean, Walt Disney World, New York City, beach, etc.

Whole Group Activities

Whole Group Activity 1: Transportation Graphic Organizer (GLEs: ELA 4, 8, 9, 16, 18, 21)

Materials List: *On The Go* (book), chart paper, markers, picture of land with “land” written under it, picture of sea with “sea” written under it, picture of sky with “sky” written under it

Read the book and introduce the concept of transportation to the students. Emphasize that transportation helps people and goods get from one place to another. Using the chart paper write TRANSPORTATION (in big letters at the top) and place “land,” “sea,” and “air” as column headings underneath. Ask the students to provide examples of each category and place them in the appropriate columns on the board. When the graphic organizer ([view literacy strategy descriptions](#)) has been completed, review each entry identifying specific modes of transportation. Post the chart in a place where it can be reviewed throughout the unit.

Accommodations: None needed

Whole Group Activity 2: Car and Truck Measurement (GLEs: M 3, 6, 11; SCI 4, 5, 6, 16)

Materials List: variety of blocks to make inclined planes, a selection of cars and trucks in various colors and shapes, yardstick or measuring tape, dry erase board, markers

Divide the students into teams of four providing them with blocks to build ramps and inclines. Once the inclines have been built, allow the students to choose a car or truck. Instruct them to manipulate the cars and trucks up, down, and around the course. Once the students have played on the course, say “We’re now going to see which truck/car can go down the incline for the farthest distance.” Instruct the students to hold the car at the top of the ramp until “All is ready,” then release the car to see how far it can travel. Using the measuring tape, assist the students in measuring the distance from the top of the incline to the point where the car stops. Record the distance on the dry erase board and discuss the differences in measurements, e.g., inches, feet. Discuss the concept words- first, last, long, longer. Question the students about which of the transportation items match the concept words given.

Accommodations: Assist students who have difficulty working in groups and/or reading the measurement tools.

Whole Group Activity 3: Students on the Bus (GLEs: ELA 8, 9, 22, 27; M 13)

Materials List: *School Bus* (book), steering wheel (cut-out, real), chairs organized like a bus, bus driver's hat

Read the book and discuss the fact that some students in our school use a bus for transportation to school. The teacher will choose a student to play the role of the driver and present them with the steering wheel and bus driver's hat. Have the open space in the classroom organized with chairs to simulate the passenger area in a bus. Allow the students to sit on chairs in the bus while they sing *Students on the Bus* (to the tune of *Wheels on the Bus*). Once the song has been sung all the way through, allow the students to change seats on the bus, choose a new driver, and repeat the song.

Students on the Bus

The students on the bus go up and down,
Up and Down,
Up and Down.
The students on the bus go up and down,
All the way to school.

The students on the bus sit in their seats,
In their seats,
In their seats.
The students on the bus sit in their seats,
All the way to school.

The students on the bus look out the window,
Out the window,
Out the window.
The students on the bus look out the window,
All the way to school.

The students on the bus talk to their friends,
To their friends,
To their friends.
The students on the bus talk to their friends,
All the way to school.

The students on the bus wave bye to the driver,
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Bye to the driver,
Bye to the driver.
The children on the bus wave bye to the driver,
When they get to school.

Accommodations: None needed

Whole Group Activity 4: Engine, Engine #9 (GLEs: ELA 8, 9, 10; M 1, 3, 4)

Materials List: *Engine, Engine Number 9* (book), ten number necklaces (numbered cards 1-10 that have a string strung through the middle of the card to be worn around the students' necks)

Read the book and discuss the manner in which passenger trains take people from one place to another, and freight trains carry goods from one destination to another. Introduce students to the names and functions of the different types of railroad cars, i.e. tanker cars, flat beds, grain hoppers, box cars, etc. Discuss the fact that train engines have an identification number painted on their side. Organize the students in a circle. Then describe the following activity to the students. First, everyone will all recite the rhyme together (see below). Then, one student will start the game by choosing a number necklace (1-10). He/she will then walk around the inside of the circle, moving his/her arms in a motion simulating that of the train engine's wheels. The class will recite the rhyme, inserting the number written on the necklace (1-10). When the first student has completed his/her turn, he/she will choose the next student to play the role of the train engine. Continue until all students have had their turn.

Engine, Engine, number **nine**, (insert number word on the necklace that the student is wearing)

Going down Chicago line.

If the train should jump the track,

Will I get my money back?

Accommodations: Assist students who cannot identify the numbers or recite the rhyme.

Whole Group Activity 5: Bike Chart (GLEs: ELA 8, 9, 10, 11, 16, 17, 18; M 1, 4)

Materials List: *I Can Ride a Bike* (book), a chart that has column headings of pictures of different colored bicycles drawn in their respective colors (ex. draw a blue bicycle with a blue marker), rectangular cut-outs on which students will write their names, markers

Read the book and discuss bike riding as an activity used for fun, sport, and health. Inquire as to how many students have their own bikes or share a bike. Have the students write their names on the rectangular cut-outs and place their name under the column that describes their bike or the bike they wish to own. Count the number of names under each column and a total number at the bottom of the column. Have the students identify which color of bike had the largest number or the least number of names under it.

Accommodations: Assist students who are unable to write their names.

Small Group Activities

Small Group Activity 1: Car Sets (GLEs: ELA 8, 9, 10; M 1, 4)

Materials List: *Mister Little's Noisy Car* (book), 2 sets of teacher-made garages numbered 1-10, set of plastic or rubber cars or car counters, 2 sets of 1-10 number cards

Read the book and discuss with students that engines provide the power for cars to work. Introduce the game by showing the students the ten numbered garages and the car counters. Indicate that all students will have a turn to pick a card to get a number. Have the students identify the number shown on the number card. Then, have them count out the correct number of cars and place them on the corresponding numbered garage. Continue until all students have had a turn.

Accommodations: Assist students who have difficulty counting or reading the numbers from the number cards

Small Group Activity 2: Truck Geometry (GLEs: ELA 8, 9, 10, 11, 19; M 8)

Materials List: *Truck* (book), geometric shapes cut from colored paper, markers, glue, examples of trucks with various purposes (e.g., bakery, florist, moving vans)

Read the book and discuss the manner in which trucks can move people and materials from place to place. Discuss the parts of the truck (e.g., tires, cab, body, engine). Introduce the concepts of triangles, squares, rectangles. Indicate to the students that each of them will have the opportunity to build their own truck using the cut-out geometric shapes. Once the students have created their trucks, provide them with

markers so that they can write the job-related purpose on their truck. Have each student show their truck to the class and describe what type of truck and the parts of the truck. Compile the students' work into a "Truck Book" and place it in the block center.

Accommodations: Assist students who have difficulty naming their truck or writing.

Small Group Activity 3: Bumpy Bus Story Chain (GLEs: ELA 8, 9, 10, 11, 12a, 13, 19, 21, 25; M 3)

Materials List: *The Very Bumpy Bus Ride* (book), pictures of strawberries, a goose, a jug of cream, a bushel of apples, a cow, a fish bowl with a fish, paper, crayons, markers

Read the book and discuss the variety of people and products that were carried to the county fair on the bus. Have the students tell about the characters and events of the story. Using a *story chain* ([view literacy strategy descriptions](#)), have students give an oral sequence of the order in which the people and products entered the bus. Discuss the concepts of first, second, last as they correspond to the elements of the story. Have the students draw their depiction of what a "bumpy bus ride" would look like.

Accommodations: Assist students who have difficulty with the concepts associated with sequencing or depicting what a bumpy bus ride might look like.

Small Group Activity 4: The Little Engine that Could (GLEs: ELA 8, 9, 10, 12, 15, 19; SS 4)

Materials List: *The Little Engine that Could* (book), crayons, markers, twenty copies of paper with a title of *I Think I Can*

Read the book and discuss the manner in which the little train was helpful to the broken-down engine when other engines drove by and chose not to be helpful. Discuss the size of the engines in the book (e.g., little, large). Emphasize how someone has the ability to be helpful even if they are small or do not fit the profile of someone who can. Have the students identify situations with which they are capable of helping. Give examples as needed—"I think I can..." Have the students draw a picture depicting their idea. Record these situations on the bottom of the *learning log* ([view literacy strategy descriptions](#)) page and compile these drawings into the class book to be placed in the book center.

Accommodations: None needed

Small Group Activity 5: Bike Rap (ELA 8, 9, 10, 11; SS 2)

Materials List: *Curious George Rides a Bike* (book), Professor Know-It-All hat, cut-outs or photographs of places around school (e.g., hardware store, library, park, buildings)

Read the book and discuss the manner in which Curious George rode his bike around the neighborhood. Show the cut-outs/photographs of various places to the students. In turn, have each student be *professor know-it-all* ([view literacy strategy descriptions](#)) while they identify each place as they are shown. Discuss the various places where children could ride a bike safely in their neighborhood. Allow each student to wear the Professor Know-It-All hat while they perform the following rap:

Riding on my bike, bike, bike
Riding on my bike, bike, bike
Going to the (insert place), (insert place), (insert place)
Going to the (insert same place), (insert same place), (insert same place).

Repeat same verse.

This ends the turn of the first student. This student then passes the Professor-Know-It-All Hat to the next student. This student chooses a different place and repeats the process.

Riding on my bike, bike, bike
Riding on my bike, bike, bike
Going to the (insert different place), (insert different place), (insert different place)
Going to the (insert different place), (insert different place), (insert different place)

Repeat process until all students have their turn.

Accommodations: None needed

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 1: The teacher will observe and document the student's ability to count the numbers of cars and to match the correct number to the correct numbered garage.
- Small Group Activity 4: The teacher will observe and document the student's response to the learning log.

Resources

Children's Books

Allen, Pamela. *Who Sank the Boat?*, ISBN: 0-440-84438-X
Baer, Edith. *This is the Way We Go to School*, ISBN: 0-590-43162-5
Barbot, Daniel. *A Bicycle for Rosaura*, ISBN: 0-395-78158-2
Barton, Byron. *Airport*, ISBN: 0-06-443145-2
Benjamin, Cynthia. *I Am a Pilot*, ISBN: 0-8120-6407-0
Berenstain, Stan and Jan. *Bears on Wheels*, ISBN: 0-394-90967-4
Berenstain, Stan and Jan. *The Berenstain Bears and the Big Road Race*, ISBN: 0-394-89134-1
Berger, Samantha and Pamela Chanko. *The Boat Book*, ISBN: 0-439-08125-4

Boyd, Patti. *Oh, So Noisy!*, ISBN: 0-448-40538-5
 Bridwell, Norman. *Clifford Takes a Trip*, ISBN: 0-590-44260-0
 Brown, Janet Allison. *Vehicles: A First Vehicles Book*, ISBN: 1-40545-361-3
 Brown, Margaret Wise. *Red Light, Green Light*, ISBN: 0-590-44558-8
 Bruna, Dick. *Miffy Goes Flying*, ISBN: 0-8431-1535-1
 Burton, Virginia Lee. *Choo Choo: The Runaway Engine*, ISBN: 590-04436-2
 Burton, Virginia Lee. *Choo Choo: The Story of a Little Engine Who Ran Away*, ISBN: 0-395-17684-0
 Calmenson, Stephanie. *Engine, Engine, Number Nine*, ISBN: 0-590-26820-1
 Calmenson, Stephanie. *Roller Skates!*, ISBN: 0-590-45716-0
 Cammell, Sandra. *Row Your Boat*, ISBN: 0-7901-0580-2
 Canizares, Susan and Daniel Moreton. *Wheels*, ISBN: 0-439-08123-8
 Chewning, Randy. *You Can Name 100 Trucks*, ISBN: 0-590-46302-0
 Cobb, Annie. *Wheels!*, ISBN: 0-679-86445-8
 Conrad, Lynn. *All Aboard Trucks*, ISBN: 0-448-19094-X
 Cowley, Joy. *To Town*, ISBN: 1-55911-262-X
 Crampton, Gertrude. *Scuffy The Tugboat*, ISBN: 0-307-02046-0
 Crews, Donald. *Flying*, ISBN: 0-590-46364-0
 Crews, Donald. *Sail Away*, ISBN: 0-590-85911-0
 Crews, Donald. *Truck*, ISBN: 0-673-81693-1
 Crews, Donald. *Freight Train*, ISBN: 0-590-42694-X
 Crews, Donald. *School Bus*, ISBN: 0-590-44153-1
 Crews, Donald. *Harbor*, ISBN: 0-688-00861-5
 Cutting, Jillian. *The School Bus*, ISBN: 0-7802-6408-8
 Delgado, Eduard and Francesc Rovira. *Alex's Adventures at the Harbor*, ISBN: 0-517-60673-9
 Disney. *Things that Go*, ISBN: 0-5008-60149-4
 Dodds, Dayle Ann. *Wheel Away!*, ISBN: 0-590-43831-X
 Fowler, Richard. *Mr. Little's Noisy Car*, ISBN: 0-448-18977-1
 Gibbons, Gail. *Bicycle Book*, ISBN: 13-978-0-8234-1408-6
 Graham, Margaret Bloy. *Benjy's Boat Trip*, ISBN: 0-06-022092-9
 Gramatky, Hardie. *Little Toot*, ISBN: 0-448-34301-0
 Hooker, Yvonne. *Wheels Go Round*, ISBN: 0-448-21030-4
 Johnston, Faith. *Lion's Limousine*, ISBN: 0-7327-1953-4
 Kingsland, Robin. *Bus Stop Bop*, ISBN: 0-670-83919-1
 Kovalski, Maryann. *The Wheels On the Bus*, ISBN: 0-440-84409-6

Lippman, Peter. *Busy Trains*, ISBN: 0-394-83747-9
 Maestro, Betsy and Ellen DeVecchio. *Big City Port*, ISBN: 0-590-41577-8
 Mathieu, Joe. *Big Joe's Trailer Truck*, ISBN: 0-394-82925-5
 McNaught, Harry. *The Truck Book*, ISBN: 0-394-83621-9
 McNeil, Florence and David McPhail. *Sail Away*, ISBN: 1-55143-147-5
 McPhail, David. *First Flight*, ISBN: 0-316-56332-3
 Merriam, Eve. *Train Leaves the Station*, ISBN: 0-440-84939-X
 Mitton, Tony and Ant Parker. *Terrific Trains*, ISBN: 0-439-25420-5
 Morris, Ann. *On the Go*, ISBN: 0-590-45995-3
 Muntean, Michaela. *The Very Bumpy Bus Ride*, ISBN: 0-8193-1079-4
 Muntean, Michaela. *Bicycle Bear Rides Again*, ISBN: 0-8193-1193-6
 Murphy, Stuart J., *Beep Beep, Vroom Vroom!* ISBN: 0-06-446728-7
 Neitzel, Shirley. *I'm Taking a Trip on My Train*, ISBN: 0-439-16487-7
 Piper, Watty. *The Little Engine That Could*, ISBN: 0-448-40520-2
 Potter, Marian. *The Little Red Caboose*. ISBN: 978-0307021526
 Priddy Books. *My Big Train Book*, ISBN: 0-312-49186-7
 Rey, Margret and H.A. *Curious George Takes a Train*, ISBN: 0-618-06567-9
 Rey, H.A. *Curious George Rides a Bike*, ISBN: 0-395-16964-X
 Rockwell, Anne. *Cars*, ISBN: 0-8085-7279-2
 Rogers, Fred. *Going on an Airplane*, ISBN: 0-399-21633-2
 Royston, Angela. *Ships and Boats*, ISBN: 0-689-71566-8
 Royston, Angela. *Diggers and Dump Trucks*, ISBN: 0-689-71516-1
 Scarry, Richard. *Things That Go*, ISBN: 0-307-11817-7
 Shaw, Nancy. *Sheep in a Jeep*, ISBN: 0-395-41105-X
 Shaw, Nancy. *Sheep on a Ship*, ISBN: 0-440-84992-6
 Siebert, Diane. *Train Song*, ISBN: 0-06-443340-4
 Slater, Teddy. *I Want to Be a Pilot*, ISBN: 0-307-131254-4
 Sloan, Peter and Sheryl. *The Car Ride*, ISBN: 1-56801-983-1
 Smith, Jessie. *Going Places*, ISBN: 0-307-10057-X
 Steers, Billy. *The Little Book of Planes*, ISBN: 0-375-80219-3
 Sturges, Philemon. *I Love Trains!* ISBN: 0-439-41805-4
 Sturges, Philemon. *I Love Trucks!* ISBN: 0-06-443758-2
 Wickstrom, Sylvie Kantorovitz. *Wheels on the Bus*, ISBN: 0-517-57645-7
 Wolcott, Patty. *Double-Decker, Double-Decker, Double-Decker Bus*, ISBN: 0-679-81930-4

Recordings/CDs

The Countdown Kids. Mommy and Me: Rock-a-Bye Baby
Downing, Johnette. Fins and Grins
Downing, Johnette. From the Gumbo Pot: Stirring Up Tasty Tunes
Downing, Johnette. Music Time
Dr. Jean. Rockin' Rhymes and Good Ol' Times.
Greg and Steve. We all Live Together
Greg and Steve. On the Move
Greg and Steve. Playing Favorites
Hartman, Jack. Language Play and Listening Fun for Everyone!
Hartman, Jack. Rhyming To Read
Hartman, Jack. Word Fiesta: It's a Word Party!
Hartman, Jack. Math All Around Me
High Reach Learning. Terrific Transportation Tunes
Raffi. Bananaphone
Raffi. Singable Songs for the Very Young.
Raffi. More Singable Songs.

Website Resources

Louisiana Public Broadcasting (LPB) United Streaming- Cyberchannel; *Away We Go: All About Transportation*;
<http://streaming.discoveryeducation.com/>