

**Theme: Transportation**

**Purpose:**

1. Awareness of environment in which we live.
2. Awareness of what vehicles do, how they are constructed and how they run
3. Expand vocabulary of vehicles and descriptive language use.

**Key Frameworks:**

**Science: *Engineering and Design***

**Earth and Space Science**

25. Observe, explore and manipulate examples of simple machines (
5. (1.1) Explore immediate environment and natural materials such as leaves, soil, plants
6. (1.3) Learn the characteristics of weather through first hand experiences.
7. (1.4) Explore sunlight and shadow to develop understanding of the sun as provider of heat and light to the earth.
8. (1.5) Observe and document events that have a repeating pattern through direct experiences that have meaning in children's lives (seasons).

**Life Sciences**

9. (2.1) Engage in first hand experiences that build understanding that animals and plants are living things that grow, reproduce and need food, air and water.
10. (2.2) Investigate characteristics that differentiate living from non-living things.
11. (2.3) Engage in meaningful experiences that build understanding that plants and animals go through predictable life cycles.

**Living Things**

15. (2.6) Engage in active learning experiences related to the senses of sight, hearing, touch, smell and taste.
16. (2.7) Observe and document seasonal changes in plants and animals in their environment.
17. (2.8) Observe how habitat provides for the basic needs of plants and animals.

**Physical Sciences**

18. (3.1) Use the senses to manipulate, observe, and explore the properties and capabilities of a wide variety of familiar and unfamiliar objects.

**Assessment:**

Observations of individual folders with file cards or checklists, work samples of individual and group work.

Transportation-Academic Area	AM Program	PM Program	Frameworks
<b>Literacy:</b>	<p><b>Literature:</b>                      I Love Boats by Fiora McDonald                      Who Sank the Boat by Pamela Allen                      The Caboose that got Loose by Bill Peet                      The Airplane Book by Edith Kundardt                      Boats by Gaillmard Jeunesse</p> <p><b>Song List</b>                      Row Your Boat by Raffi                      Wheel on the Bus by Raffi                      I've been working on the Railroad by Raffi                      Little Red Caboose by Music and You</p>	<p><b>Literature:</b>                      How Many Trucks can a Tow Truck Tow? by C. Pomerantz                      All Aboard ABC by Doug Masee and Robert Newman                      Scuffy by Gertrude Crampton                      Trucks by Byran Bartin                      I Love Boats by Fiora McDonald                      Who Sank the Boat by Pamela Allen                      The Caboose that got Loose by Bill Peet                      The Airplane Book by Edith Kundardt                      Boats by Gaillmard Jeunesse</p> <p><b>Song List</b>                      Blue Truck by Music and You                      Riding in My Car by Rockin Greg and Steve                      Down by the Station by Music and You</p>	<p><b>Language Arts</b>                      #1 Observe and begin to use appropriate ways of interacting in a group                      #5 Engage in play experiences that involve naming and sorting words into classifications using language                      #6 Listen to and use formal and informal language                      #7 Listen to and enjoy a wide variety of age appropriate literature                      #8 Develop an awareness of print and letter forms through a print rich environment                      #9 Listen to, identify, and distinguish among language sounds to develop auditory discrimination and phonemic awareness                      #11 Engage actively in read-aloud activities by asking questions, offering ideas, predicting, retelling part of story                      #14 Relate themes and information in books to personal experiences                      #15 Discuss the plot, characters, and setting in stories in terms of simple terms.                      #19 Listen to various forms of traditional literature</p> <p><b>Mathematics</b>  <i>Number Sense</i>                      #1 Listen to and say numbers in context</p> <p><b>Physical Growth and Development</b>                      #10 Use thumb/forefinger in pincer grasp</p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>➤ Visit a police station, fire station to see vehicles and discuss in class</li> <li>➤ Participate in Show n'Tell describe a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visit a police station, fire station and discuss experiences and create a book illustrating experiences</li> <li>➤ Language Activity: Who</li> </ul>	<p><b>Science</b>                      #10 Observe and identify the characteristics of living things                      #15 Use their senses of sight, hearing, touch, smell, taste to explore their environment using sensory vocabulary</p> <p><b>English Language Arts</b></p>

	<p>vehicle and retells stories in own words</p> <ul style="list-style-type: none"> <li>➤ Language Activity: Who Sank the Boat?</li> <li>➤ Play Book Things That Go (Scribber's Push Sound Book)</li> </ul>	Sank the Boat?	<p>#1 Observe and begin to use appropriate ways of interacting in a group</p> <p>#3 Use understandable oral language to communicate personal experiences and interests</p> <p>#14 Relate themes and information in books to personal experiences</p> <p>#15 Discuss the plot, characters, and setting in stories in terms of simple terms.</p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>➤ Exposure to print in the transportation books listed in literature section in the form of Big Books and tapes</li> <li>➤ Alphabet Train Game (matching letters)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students participate in a alphabet letter and sound truck parade</li> <li>➤ Sequence cut/paste transportation story</li> <li>➤ Games, rhyming activities using transportation cards/pictures (car, far,)</li> <li>➤ Alphabet Train Game (matching upper and lower case letters)</li> </ul>	<p><b>English Language Arts</b></p> <p>#3 Use understandable oral language to communicate personal experiences and interests</p> <p>#14 Relate themes and information in books to personal experiences</p> <p>#15 Discuss the plot, characters, and setting in stories in terms of simple terms</p> <p>#22 Add details or make changes to published class made materials</p> <p>#23 Use emergent writing skills to make letters in many settings and purposes</p> <p>#24 Arrange events in order when dictating a story</p> <p>#25 Generate questions and gather information to answer questions</p>
<b>Fine Motor</b>	<p>Lacing cards, water color patterns, paint theme-related patterns, use theme-related cookie cutters, glue texture to transportation patterns, manipulate cars in salt trays, participate in finger plays, use computer software</p>	<p>Makes transportation mobile, uses transportation lacing cards, vehicle stamps, trace patterns, cut and color transportation projects, create vehicle collages with pictures, use theme-related cookie cutters, glue texture to transportation patterns,</p>	<p><b>Growth and development</b></p> <p>#8 Build upper body strength and stability to gain controlled movement and shoulders</p> <p>#9 Strengthen hand grasp and flexibility</p> <p>#10 Use thumb/forefinger in pincer grasp</p>

	<p>marble paint (bus, train) patterns, use theme-related puzzles and vehicle manipulatives, milk carton boats, tongue depressor airplanes, water paint and crayon traffic light, paper masts on tongue depressors, car track art</p>	<p>manipulate vehicles in salt trays, shaving cream, participate in finger plays, use computer software , theme related puzzles, floor puzzles (ABC Train Puzzle), milk carton boats, tongue depressor airplanes, water paint and crayon traffic light, paper masts on tongue depressors, one stick in play dough</p>	<p># 11 Use a variety of tools and materials to build grasp and release skills</p> <p>#12 Build finger dexterity</p> <p>#13 Use eye-hand coordination, visual perception and visual tracing and motor skills in play activities.</p> <p><b>Math</b> <i>Patterns and Relations</i> #11 Recognize, describe, reproduce, extend, create repeating patterns using concrete materials</p> <p><b>English Language Arts</b> #18 Listen to, recognize, and use a broad vocabulary of sensory words</p> <p><b>Physical Growth and Development</b> #9 Strengthen hand grasp and flexibility</p> <p>#10 Use thumb/forefinger in pincer grasp</p>
<p><b>Movement</b></p>	<p>Imitate movements in theme- related motor games, Wheels on Bus, Row Row Your Boat, run fast like a car, fly like a plain, use musical instruments to theme-related transportation songs, finger plays, Row Row Your Boat with partners on the floor, make a train holding hands, Red Light Green Light, Stoplight Bean Bag Color Game, Wheels on Bus Movement Song, Tricycle Riding on Playground</p>	<p>Participation in more complex motor games, obstacle courses, theme-related motor, move like different transportation (bike, drive a car, fly like a plane, etc. use musical instruments for rhythm patterns and repeating patterns, use related theme movement games (Red Light, Green Light), Wheels on Bus Movement Song, tricycle riding with playground roads, Red Light, Green Light, make a train holding hands, Row Row Your Boat with partners on floor,</p>	<p><b>English Language Arts</b> #1 Observe and begin to use appropriate ways of interacting in a group</p> <p><b>Physical Growth and Development</b> #2 Build body awareness, strength, and coordination through locomotion activities #4 Build awareness of directionality and position in space</p> <p>#5 Use both sides of the body to strengthen bilateral coordination</p> <p>#6 Alternate the left side and right side of the body</p> <p>#9 Strengthen hand grasp and flexibility</p> <p>#10 Use thumb/forefinger in pincer grasp</p>

<p><b>Sensory</b></p>	<p>Play in a variety of textures with transportation manipulatives, finger paint transportation patterns , use theme-related cookie cutters with playdoh, make clay, road with clay</p>	<p>Play in a variety of textures with transportation manipulatives, finger paint transportation patterns , use theme-related cookie cutters with playdoh, make clay, road with clay</p>	<p><b>Mathematics</b>  <i>Patterns and Relations</i>                      #9 Explore and describe a wide variety of concrete objects by attributes                      #10 Sort, categorize, and classify objects by multiple attributes as skills increase</p> <p><b>English Language Arts</b>                      #18 Listen to, recognize, and use a broad vocabulary of sensory words</p> <p><b>Growth and Human Development</b>                      #9 Strengthen hand grasp and flexibility                      #10 Use thumb/forefinger in pincer grasp</p>
<p><b>Art</b></p>	<p>Walk, don't walk signs, stop signs, color/cut transportation projects, paint, color add texture to vehicle patterns, marble paint patterns, make puppets and finger puppets, make pilot hats, make cardboard cars, tub rafts, shape train art</p>	<p>Make safety vests, traffic lights, color/cut transportation projects, paint, color add texture to theme-related patterns, marble paint patterns, make paper plate projects, brown bag puppets, make pilot hats, tub rafts, shape train art</p>	<p><b>Physical Growth and Development</b>                      #9 Strengthen hand grasp and flexibility                      #10 Use thumb/forefinger in pincer grasp                      #13 Use eye-hand coordination, visual perception and visual tracing and motor skills in play activities.</p>

<p><b>Science:</b></p>	<p>Makes observations about community travel, compare/contrast vehicles in size, speed, color, purpose, experiment with paper airplanes</p> <p>Cooking: banana boats, graham cracker bus</p>	<p>Make paper gliders or paper airplanes, makes observations about community travel, compare/contrast vehicles in size, speed, color, purpose</p> <p>Cooking: banana boats, graham cracker bus</p>	<p><b>Science</b> <i>Physical properties</i> 3 Making Predications 2 Seeking Answers Science 15 Senses,</p> <p><b>English Language Arts</b> #3 Communicate Personal experiences,</p> <p><b>Social Studies</b> Contribute to group</p> <p><b>Science</b> <i>Life Science</i> # 10 Needs of living things</p>
<p><b>Social Studies/Dramatic Play</b></p>	<p>Create road/railroads, airports etc., using blocks, pretend you are a traveler, have a pretend bus trip, pretend to drive in the community, discuss roles and importance of cars, vehicles, planes, ect., identify/group discuss different transportation for different means of traveling (water-boats, roads-cars/trucks)</p>	<p>Create maps of community/school how you will go create road/railroads, airports etc., using blocks, pretend you are a traveler, have a pretend bus trip, pretend to drive in the community, discuss roles and importance of cars, vehicles, planes, ect.,</p>	<p><b>Math Geometry and Spatial</b> #12 Investigate and identify materials of various shapes such as square, circle, etc, using appropriate language</p> <p><b>English Language Arts</b> <i>Composition</i> #21 Use their own words to describe experiences, tell imaginative stories, or communicate information about a topic of interest.</p> <p><b>English Language Arts</b> #3 Communicate Personal experiences</p> <p><b>Social Studies</b> Contribute to group</p> <p><b>Science</b> <i>Life Science</i> #10 Observe and identify needs of living things</p>

			<p>#11 Investigate , describe, and compare characteristics of living and non-living things</p> <p>#12 Observe and describe plants, insects, and animals through predictable life cycles</p> <p><b>History and Social Sciences</b></p> <p>#11 Observe and discuss the various kinds of work people do outside and inside their homes</p>
<b>Math</b>	<p>One-to-one correspondence using transportation manipulatives, sorting, visual motor discrimination, matching games, compare and contrast different transportation objects (boat, bike, car, train, etc), follows oral directions in cooking recipes, participates with peers, observations of community/family life, ordeal games, first, middle, last</p>	<p>Graphing activities, estimation what vehicle will go faster, slowest, heavy/light weight of various vehicles, compare/contrast , sort seriate transportation manipulatives, cooking activities,</p>	<p><b>Mathematics</b></p> <p><i>Number Sense</i></p> <p>#1 Listen to and say numbers in context</p> <p>#2 Connect many kinds/quantities of concrete objects and actions to numbers</p> <p>#3 Use positional language and ordinal numbers</p> <p>#4 Add to and take away concrete objects using comparative language</p> <p><i>Patterns and Relations</i></p> <p>#9 Explore and describe a wide variety of concrete objects by attributes</p> <p>#10 Sort, categorize and classify objects by multiple attributes</p> <p>#11 Recognize, describe, reproduce, extend, create repeating patterns using concrete materials</p> <p><i>Measurement</i></p> <p>#15 Use estimation in a meaningful way and follow up b verifying the accuracy of estimations</p> <p>#16 Use nonstandard units to measure length, weight and amount of content around a familiar object</p> <p><i>Data Collection and Analysis</i></p> <p>#17 Organize and draw conclusions from facts they have collected</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ <a href="#">Mailbox Magazine</a></li> <li>▪ <a href="#">Totline Magazine</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Mailbox Magazine</a></li> <li>▪ <a href="#">Totline Magazine</a></li> </ul>	