

# Unit Five: Transportation

Interdisciplinary Unit of Study  
NYC DOE

## EXPLORE

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# I. Unit Snapshot

## Unit Topic:

Transportation

## Essential Question

How does my community use various modes of transportation?

## Focus Questions

- What kinds of transportation do I use and why?
- How are various modes of transportation similar and different?
- Who operates the vehicles in my community?
- How do we stay safe when using transportation?

## Student Outcomes

Enduring understandings that the student should have by the end of the unit:

- I use transportation to get to pre-K and other places.
- We use different types of transportation for different reasons.
- Vehicles move in different ways.
- My family is important and unique.
- Some vehicles are operated by community helpers such as bus drivers, conductors, firefighters, police officers and mail carriers.
- There are many ways to stay safe when using transportation.

## Connected Academic Vocabulary

This list should be adapted to best fit the needs of individual programs and classrooms.

accident	helicopter	stroller
airplane	helmet	subway
airport	keys	taxi
ambulance	license plate	traffic
axle	local	traffic jam
bicycle	locomotive	traffic light
bridge	mail carrier	traffic signs
bus	mail truck	train
car	mechanic	train tracks
cargo	MetroCard	transport
cement mixer	motor	transportation
conductor	operator	truck
crossing guard	parachute	tunnel
crutches	pilot	van
drive	police car	vehicle
driver	police officer	wagon
emergency	propeller	walk
EMT	ramp	walker
engine	roll	wheelchair
engineer	run	yield
express	safety	
fare	scooter	
feet	seatbelt	
ferry	skateboard	
fire engine	speed	
firefighter	speed limit	
fly	stop	

## Focus Standards

### From the Prekindergarten Foundation for the Common Core (PKFCC)

#### Domain 1: Approaches to Learning

PK.AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.

PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences

#### Domain 2: Physical Development and Health

PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

PK.PDH.9: Demonstrates awareness and understanding of safety rules.

#### Domain 3: Social and Emotional Development

PK.SED.2: Regulates his/her responses to needs, feelings and events.

#### Domain 4: Communication, Language and Literacy

English Language Arts and Literacy

Reading Standards for Literature

PK.CLL.4: Exhibit curiosity and interest in learning new vocabulary.

Reading Standards for Informational Text

PK.CLL.4: Exhibit curiosity and interest in learning new vocabulary.

Reading Standards: Foundational Skills

PK.CLL.2: Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).

Speaking and Listening

PK.CLL.3: With guidance and support, ask and answer questions in order to seek help, get information or clarify something that is not understood.

Language Standards

PK.CLL.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Domain 5: Cognition and Knowledge of the World

### Mathematics

PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).

PK.CKW.1 (Measurement and Data): Identify measurable attributes of objects, such as length, and width. Describe them using correct vocabulary (e.g. small, big, short, tall, empty, full, heavy and light).

PK.CKW.2 (Geometry): Create and build shapes from components (e.g., sticks and clay balls).

### Science

PK.CKW.1: Asks questions and makes predictions based on observations and manipulations in the environment.

### Social Studies

PK.CKW.5: Demonstrates an understanding of roles, rights and responsibilities.

PK.CKW.6: Begins to learn the basic civic and democratic principles.

PK.CKW.7: Develops a basic understanding of economic concepts within a community.

PK.CKW.8: Demonstrates interest and awareness about a wide variety of careers and work environments.

### The Arts

PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.

### Technology

PK.CKW.3: Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.

PK.CKW.4: Understands the operation of technology systems.

## II. Introduction

Welcome to Unit 5: Transportation, Pre-K for All's fifth Interdisciplinary Unit of Study. In this unit, children move from inquiring and thinking critically about the places where animals and people live to exploring how people move from place to place using vehicles and other methods of transportation. This unit, like all Pre-K for All units, provides opportunities for children to observe objects and phenomena in their environment with increasing complexity through hands-on activities in the classroom and in the community. In this unit, children have the opportunity to deepen their understanding of a major part of New York City life across all five boroughs. The full diversity of our city is reflected in this unit through the examination of trains, boats, cars, airplanes, buses, specialty vehicles and more! There are opportunities throughout the unit for you to tailor discussions and activities to reflect the children and communities you serve.

All Interdisciplinary Units of Study are structured around three to four focus questions. Each focus question is designed to take about one week to explore. Children begin the unit by considering the first week's focus question, "What kinds of transportation do I use and why?" Children read about and discuss what modes of transportation they use (including motorized vehicles, non-motorized vehicles and other modes like walking) by creating the chart titled, "How Did I Get to Pre-K Today?" In Week two, children begin to think about how different kinds of transportation are similar and

different. This is an opportunity to compare and contrast the attributes of different modes of transportation; children can explore the science of how vehicles move according to their interest levels. This subtopic taps into children's curiosity about vehicles and how they travel and move, enabling meaningful connections to the Prekindergarten Foundation for the Common Core (PKFCC) technology standards in Domain 5.

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*This unit, like all Pre-K for All units, provides opportunities for children to observe objects and phenomena in their environment with increasing complexity through hands-on activities in the classroom and in the community.*

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In the third week of the unit, children consider the question, "Who operates the vehicles in my community?" In this week, children observe and explore vehicle operators such as bus drivers, conductors, taxi drivers, pilots, fire fighters, police officers, Emergency Medical Technicians (EMTs) and other community helpers. In this week there are opportunities to extend learning by taking a walking field trip or having a community helper visit the

classroom, which connects to PKFCC social studies standards in Domain 5. These activities culminate in the final week of the unit when children explore the question, "How do we stay safe when using transportation?" Abstract ideas such as safety, traffic and rules become more concrete when explored through games such as Red Light, Green Light. Throughout the unit, we encourage you to highlight various ways public transportation can be accessible to people with disabilities, for example, wheelchair ramps on buses and elevators in subway stations. Your students may also be familiar with the use of these accommodations for families with strollers.

Opportunities to develop children's literacy skills are interwoven throughout the unit. Children will enjoy literature, engage in discussions around books, and retell and act out stories they have read. Additionally, there are examples of how to teach and use new academic vocabulary words throughout Section IV in Ideas for Learning Centers and in the Foundational Learning Experiences in Section X. In Unit 4: Where We Live, we focused on a few key letters that came up naturally through read alouds and activities. In this unit, we encourage you to highlight specific numbers and letters that are relevant to the transportation in your community. For example, if many children in your class take the same bus, use those letters and numbers in games, activities and conversations. In addition to a few letters and numbers that are particularly relevant for your classroom community,

there are many opportunities for noticing, interpreting, and designing symbols and signs throughout this unit. Exploring signs and symbols helps children develop their emergent reading, writing and drawing skills, as well as their understanding of community.

# III. Unit Framework

## Essential Question

This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.

## Focus Questions

These represent the major inquiries of the unit. They build over time and require children to make connections across all content areas. Each focus question is designed to take about one week to explore.

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*These are key components of each Pre-K for All Unit of Study.*

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## Foundational Learning Experiences

These are experiences (e.g., whole group, small group lessons, field trips, observations, center activities) for each subtopic that provide ample opportunities to deepen children’s understanding of the Focus Questions.

## Foundational Texts

*PK.CLL.5 (Reading Standards for Literature):  
Students interact with a variety of common types of texts.*

These are a combination of literary and informational texts that can be read throughout the unit. See Section XI for text-based critical thinking questions to support the read aloud experience.

Engaging, informative and literary texts provide opportunities for exploring content, expressing ideas using one’s imagination and critical thinking that are enhanced through multiple readings of the same book. Reading books multiple times helps all children build a deeper understanding of content, make meaningful connections between content and other concepts or experiences and builds their confidence as learners and as future readers.

## Key Vocabulary

These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.

## Family and Community Engagement

These are ideas for inviting families to share their experience and knowledge with the class, or for extending learning outside of the classroom. Each activity is aligned to the **Pre-K for All Program Quality Standards**.

See Section IX: Supporting Resources for more information about Family Engagement Practices.

## Culminating Celebration

This is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.

## Unit Five: Transportation

### Essential Question: How does my community use various modes of transportation?

	Week One	Week Two	Week Three	Week Four
Focus Questions	What kinds of transportation do I use and why?	How are various modes of transportation similar and different?	Who operates the vehicles in my community?	How do we stay safe when using transportation?
Foundational Learning Experiences	<p><b>Small Group</b></p> <p>In small groups, invite children to share how they got to pre-K today. Have children draw a picture of their mode of transportation on an index card. Children can add their own text or dictate to a teacher. Save the children's drawings for another activity later in the week.</p> <p><i>CLL.4 (Approaches to Communication): Demonstrates his/her ability to express ideas using a variety of methods.</i></p> <p>See page 41 for lesson plan</p>	<p><b>Whole Group</b></p> <p>Provide pictures of various vehicles and modes of transportation. Supply a different picture for each child in the class (see Section XI: Appendices for ideas). Create a graph with three separate headings, "Air," "Land," and "Water" and invite children to place their pictures in the appropriate category. Count the number of pictures and compare quantities using words like least, most and equal.</p> <p><i>PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).</i></p>	<p><b>Foundational Text Read Aloud</b></p> <p>Read the foundational text, <b><i>Whose Vehicle Is This?</i></b> by Sharon Katz Cooper, aloud to the class, pausing to ask the inquiry and critical thinking questions from Section IX.</p> <p><i>PK.CLL.10 (Reading Standards for Informational Text): With prompting and support, actively engage in group reading activities with purpose and understanding.</i></p> <p>See page 50 for lesson plan.</p>	<p><b>Walking Field Trip</b></p> <p>Visit a local police station or invite a police officer into the classroom to talk about how to stay safe when traveling (driving, walking, riding a bike, etc.).</p> <p><i>PDH.9 Demonstrates awareness and understanding of safety rules</i></p> <p>See page 54 for lesson plan.</p>



	Week One	Week Two	Week Three	Week Four
Focus Questions	What kinds of transportation do I use and why?	How are various modes of transportation similar and different?	Who operates the vehicles in my community?	How do we stay safe when using transportation?
		See page 46 for lesson plan.		
Foundational Texts	<i>*The Bus for Us</i> by Suzanne Bloom	<i>*What Do Wheels Do All Day?</i> by April Jones Prince	<i>Whose Vehicle Is This?</i> by Sharon Katz Cooper	<i>Go! Go! Go! Stop!</i> by Charise Mericle Harper
Key Vocabulary	bicycle, bus, car, express, fare, feet, helmet, keys, license plate, local, MetroCard, parachute, scooter, skateboard, stroller, subway, swim, taxi, train, transportation, truck, van, vehicle, wagon	axle, cargo, crutches, drive, engine, ferry, fly, mechanic, motor, propeller, ramp, roll, run, transport, tunnel, walk, walker, wheelchair	airplane, airport, ambulance, cement mixer, conductor, crossing guard, driver, EMT, engineer, fire engine, firefighter, helicopter, locomotive, mail carrier, mail truck, operator, pilot, police car, police officer, train tracks	accident, emergency, safety, seatbelt, speed, speed limit, stop, traffic, traffic jam, traffic light, traffic signs, yield
Family and Community Engagement	Ask families to contribute transportation-related items such as old keys and key rings, MetroCards, license plates, maps, etc., to add to the Dramatic Play area Primary Teacher  <i>PQS 2: Two-Way Communication</i>	Encourage families to take or draw pictures to create a story about how they get to preK. Children can bring their picture stories to school and read in the class library  <i>PQS 2: Two-Way Communication</i>	Ask children and families to look for letters and numbers on the vehicles (e.g., buses, trains, cars) they see outside.  <i>PQS 3.1: Capacity-Building: Primary Teacher</i>	Invite families to draw one of the signs they see on the way to preK. Provide prompts to discuss the letters and/or numbers on the signs, such as, "What letters are on this sign?" "Do you see numbers on this sign?" "What do these letters/numbers tell us?" Children can return the signs to pre-K and hang them in the classroom.  <i>PQS 3.1: Capacity-Building: Primary Teacher</i>

	Week One	Week Two	Week Three	Week Four
Focus Questions	What kinds of transportation do I use and why?	How are various modes of transportation similar and different?	Who operates the vehicles in my community?	How do we stay safe when using transportation?
Culminating Celebration	<p>Create a classroom transportation museum. Invite children to create a mode of transportation for the museum using the medium of their choice. Provide opportunities for children to think critically about what they will make, why they want to represent a particular mode of transportation and how they plan to complete this work. Display the work and invite other people from the building and/or families to visit the museum.</p> <p>OR</p> <p>Choose one type of vehicle and create a large enough model for the children to fit inside. Work together as a class to create the vehicle, then take a pretend class field trip in the vehicle. Allow the children to determine where to go on the trip and plan for the trip together.</p>			

## IV. Ideas for Learning Centers

Children often show significant growth at this time of year and their play in centers can become much more complex. Carefully observe how the children play, what they do and say. Using your authentic assessment observations and work samples, compare what you see now to what you saw children doing in the beginning of the year. Be prepared to respond to children's growth and scaffold their experiences to further enhance learning by revisiting the materials and interactions in each center and reflecting on how well you are meeting the interests and needs of the children in your class.

Learning centers should be used to advance the unit's essential and focus questions, as well as the enduring understandings, and reflect the unit of study as well as the needs of your children. The following suggestions supplement the standard materials you have in each center such as blocks in the Blocks/Construction Center, assorted dress-up materials in Dramatic Play, paper and a variety of writing utensils in the Writing Center, etc. As you plan your learning centers, also consider how you will provide multiple entry points into the materials for all children in your classroom. The suggested materials and activities are intended to be relatable and fun! This is not an exhaustive list of materials and can be supplemented by other materials relevant to the unit and your classroom.

While the materials you select for centers are extremely important, learning is made richer through the interactions adults and children have during center time. Program Quality Standard (PQS) Eight, "Engaging Children in Meaningful Activity," highlights the necessary balance between adult and child-initiated learning experiences as well as some ways teaching staff can enhance children's learning in center play. When teaching staff interact with children in centers they can model language through initiating, joining and extending conversations, using self and parallel talk and asking open-ended questions that deepen engagement and inquiry while developing problem solving and critical thinking skills.

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*On each page, critical thinking questions/statements and text suggestions (if applicable) are listed in the left column. Activity suggestions, which will change from unit to unit, are listed in the right two columns.*

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Play is an important vehicle for developing a variety of skills outlined in the PKFCC and is woven into many of the Program Quality Standards. Rather than detracting from academic learning, purposeful play supports the abilities that underlie such learning. When children have a sufficient amount of time to play and can access learning centers and the materials in them, they have some of the essential

supports necessary for their play to continue developing in complexity. The play-based learning that happens in centers addresses PKFCC Standard PK.AL.1 (Actively and confidently engages in play as a means of exploration and learning). This same play helps children develop the background knowledge of PKFCC Standard PK.CLL.4 (Demonstrates s/he is building background knowledge) which is essential for making connections and deepening understandings. For these reasons, teachers should ensure that children have access to and can choose from a variety of learning center materials for one-third of the pre-K day, and support children's engagement in play during center time, making adjustments to the daily schedule to weave in small and whole group activities without infringing on that time. PKFCC standards are included for all of the activity suggestions here and opportunities for assessment are embedded. Text suggestions that complement these materials and activities are also included.

## Blocks/Construction

### Critical thinking questions/statements:

Tell me about your work. I notice that you \_\_\_\_\_.  
What are some other things you could add? I  
wonder what would happen if \_\_\_\_\_. Why? How do  
you know? How could you build \_\_\_\_\_. What is your  
conclusion?

### Suggested Text:

*The Construction Alphabet Book* by Jerry Pallotta &  
Rob Bolster

Invite children to consider which construction  
vehicles would be most helpful for them as they  
build together in the classroom.

*PK.SED.4: Develops positive relationships with their  
peers.*

### *Hard Hats:*

Add hard hats for children to wear when they are  
building and invite them to pretend they are  
working on a construction site, doing road work or  
repairing train tracks. Remind them that hard hats  
help keep people safe.

*PK.CKW.5 (Social Studies): Demonstrates interest and  
awareness about a wide variety of careers and work  
environments.*

### *Traffic Signs and Signals:*

Add small traffic signs and signals to the  
construction area. If necessary, print small pictures  
of signs and tape them onto blocks.

*PK.CKW.5 (Social Studies): Demonstrates an  
understanding of roles, rights and responsibilities.*

### *Ramps:*

Ask children what ramps are and how/why they  
work. Invite children to make predictions and  
conduct experiments to test their theories about  
different lengths and heights of ramps and what  
happens when you put different types of vehicles  
down a ramp. Use the word ramp frequently as you  
play with the children to help them understand this  
new vocabulary word.

*PK.AL.4: Exhibits curiosity, interest, and willingness in  
learning new things and having new experiences.*

### *Ramp Races:*

Have children create a variety of ramps and use  
different vehicles to race, predicting which one will  
go down the fastest and why. Chart their responses  
and try their suggestions.

*PK.AL.3: Approaches tasks, activities and problems  
with creativity, imagination and/or willingness to try  
new experiences or activities.*

### *Train Tracks:*

If available, supply train tracks and trains for  
children to explore. Children can also make train  
tracks out of other classroom materials (i.e. blocks,  
other building materials or recycled materials). As  
children play, invite them to discuss where the trains  
are going and what they are carrying.

*PK.PDH.5: Demonstrates eye-hand coordination and  
dexterity needed to manipulate objects.*

### *Build Roads:*

Invite children to use blocks to create roads; ask  
them to create their neighborhood and name the  
streets they build. Encourage them to add traffic  
signs and drive vehicles on the roads.

*PK.CKW.3 (Social Studies): Demonstrates knowledge  
of the relationship between people, places and  
regions.*

### ***Egg Carton Trains:***

Collect empty egg cartons and invite children to use them as subway or other passenger trains. Provide writing utensils and invite children to label the trains with the letters, numbers and/or names of trains with which they are familiar. Encourage them to build tracks for the trains and create signs to add to the tracks.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

### ***Bridges:***

Encourage children to build bridges with blocks and other building materials. Ask them to name their bridges.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

## Dramatic Play

### Critical thinking questions/statements:

Who are you going to be today? I wonder what would happen if \_\_\_\_? What will you do next? What do you think about \_\_\_\_? What does that remind you of?

### Suggested Text:

*Firefighters A to Z* by Chris Demarest

Read this book aloud and invite the children to act out this story together.

*PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.*

### *Mechanic's Garage:*

Turn the Dramatic Play area into a mechanic's garage. Ask children to share what they think a mechanic is. Tell them a mechanic is a person who uses tools to build or repair machines. Use the word mechanic frequently as you play with the children to help them learn this new vocabulary word. Provide an assortment of child-friendly tools: a gas pump, coveralls and/or smocks, and an assortment of vehicles for children to repair. Additionally, create a reception area with chairs, magazines, etc., where mechanics can greet customers and discuss the problems customers are having with their vehicles and where customers can wait while their vehicles are being repaired.

*PK.AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.*

✓ **Opportunity for Assessment:** What can the child share about how to get help in an emergency?

### *Fire Station:*

Turn the Dramatic Play area into a fire station. Invite children to create a fire truck together using large pieces of cardboard. Add hoses, spray bottles, firefighter costumes, etc., and invite children to play in the fire station. As children play, talk about how to stay safe when there is an emergency.

*PK.PDH.9: Demonstrates awareness and understanding of safety rules.*

### *Subway Station:*

Turn the Dramatic Play area into a subway station. Invite children to name the station. Show them various subway station signs and invite them to create their own signs and hang them in the Dramatic Play area. Create a pretend train with chairs, make a route map and add child-friendly advertisements inside the train. Children can also look at MetroCards and create their own. Add subway maps and a MetroCard kiosk. Children can pretend to be passengers, conductors, track repairers and other MTA workers who keep the subway clean and running well. Encourage the train conductors to use letters and numbers when announcing train stops, such as "This is an A express train to 168th street." Children can also make announcements about train delays, changes in routes, etc.

*PK.CKW. 8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.*

## Art

### Critical thinking questions/statements:

Tell me about your art. What did you notice about \_\_\_\_? I notice that you \_\_\_\_\_. How did you do that? What will you try next? Why? How does this picture, painting, drawing, etc. make you feel?

### Suggested Text:

*The Big Book of Things that Go* by DK Publishing

Provide this book as a reference for children as they create various types of vehicles.

*PK.CKW.1 (The Arts): Expresses oneself and represents what s/he knows, thinks, believes and feels through visual arts.*

### *Train Tracks:*

Cover the table with butcher or any other large paper and draw train tracks on the paper. Invite children to create trains using a variety of materials and place them on the tracks. Supply pictures of trains for children to reference. As children work, talk about what they know about passenger and freight trains.

*PK.CKW.3 (Technology): Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.*

### *Tire Tracks:*

Invite children to dip vehicle wheels into paint and then drive the vehicles on paper. Before children drive the vehicles on paper ask them to predict what they think will happen and why.

*PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.*

### *Make a Vehicle:*

Provide recycled materials (e.g., boxes, empty and clean food containers) as well as tape and/or glue and invite children to build vehicles. Provide pictures of vehicles for the children to reference and encourage them to develop a plan for building before they begin. Have them consider what they will make and what materials they will need.

*PK.AL.3: Approaches tasks, activities and problems with creativity, imagination, and/or willingness to try new experiences or activities.*

### *Footprints:*

Tell children that feet can leave prints or tracks similar to the way vehicles can. Invite children to step in a foot-size container with paint in it. After dipping their feet in paint they can walk on a large piece of paper. Invite them to walk fast and/or slow, take big steps and/or little steps, etc., and notice how their prints change based on how they move.

*PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.*

### *Vehicle Shapes:*

Supply an assortment of shape cutouts and small vehicles or pictures of vehicles. Invite children to reference the vehicles to create their own vehicles. Before children begin working, encourage them to look critically at the vehicles provided and to think about what shapes they will need in order to make their own.

*PK.CKW.2 (Geometry): Correctly name shapes regardless of size.*

✓ **Opportunity for Assessment:** Which shapes is the child able to correctly identify? Does the child correctly identify multiple sizes of the same shape?

### ***Observe, Draw and Build:***

Invite children to observe various vehicles outside and then draw what they see. Ask children what they notice about the vehicles and why the different parts of the vehicles are important. After children have completed their drawings, invite them to use art materials to create a 3D version of the vehicle they observed.

*PK.CKW.3 (Technology): Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.*



## Science/Discovery

### Critical thinking questions/statements:

What did you observe here/when \_\_\_\_? What did your sense of \_\_\_\_ tell you about \_\_\_\_? What will you try next? I wonder what would happen if \_\_\_\_? How do you know? How could we find out?

### Suggested Text:

*I Wonder Why Planes Have Wings and Other Questions About Transportation* by Christopher Maynard

Use this text as a reference tool for children who are interested in the science of how vehicles move.

*PK.CKW.1 (Science): Ask questions and makes predictions based on observations and manipulation of things in the environment.*

### *Magnet Maps:*

Draw roads or a simple map on a paper plate. Add a small car that has some metal pieces and a magnetic wand. Show children how to place the wand under the paper plate and use it to move the car around the roads. Discuss why and how the car moves.

*PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.*

### *Paper Airplanes:*

Provide simple directions for folding a paper airplane and invite children to try to fold their own. Ask children if they think the airplanes will fly. Why or why not? See [https://en.wikipedia.org/wiki/Paper\\_plane](https://en.wikipedia.org/wiki/Paper_plane) for plane folding directions.

*PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.*

### *Keys:*

Supply an assortment of keys and invite children to discuss what the keys may be for, why keys are important and how they work. Help them compare and contrast the keys. Provide magnifying glasses for children to look carefully at the keys.

*PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.*

✓ **Opportunity for Assessment:** How does the child describe a key? What can s/he explain about the function of a key?

### *Parachutes:*

Show children pictures of parachutes and provide materials for them to try to make their own, such as tissue paper or light material, string, scissors and a small object such as a plastic toy. Attach the string to the ends of the tissue paper/light material as well as to the small object and drop from the highest point possible. Try replacing the small plastic toy with other objects of various weights and compare the results when you drop the parachute. Help children consider what is happening and why. Use a chart to record the results.

*PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulations in the environment.*

## Toys and Games / Math Manipulatives

### Critical thinking questions/statements:

I notice that you \_\_\_\_\_. What do you notice? What happened when you \_\_\_\_? Why do you think that happened? If I want to \_\_\_\_\_, what should I do? Tell me about \_\_\_\_\_. How do you know? Tell me why \_\_\_\_\_.

### Explore:

See your Building Blocks Teacher's Edition for Hands on Math Center activities. Have these activities available for children during Center Time.

### Suggested Text:

*Signs In My Neighborhood* by Shelly Lyons

Invite children to match the signs from the Traffic Signs activity to the signs in the book and consider where they see these signs near pre-K.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

### **18 Wheelers:**

Create cutouts of large semi-trucks without wheels as well as a large number of cutout wheels. Add a number and/or dots on each truck and invite children to put the correct number of wheels on each truck.

*PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.*

### **Freight Trains:**

Supply pictures of train cars, each with a number on the side, as well as small blocks or "cargo" and invite children to add the correct amount of cargo to each car. Tell children that cargo means the items and materials that are carried on trains and use this word as you play with the children.

*PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.*

### **Parking Lot:**

Create a parking lot for vehicles on a piece of cardboard. Number the parking spots as well as an assortment of small vehicles and invite children to park the vehicles in the correct parking space.

*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*

### **Traffic Signs:**

Cut out pictures of traffic signs and trace them on a piece of paper or the inside of a folder. Invite children to match the sign to the outline. Some of the signs may be new or unfamiliar to children. Remind children that the letters, words and pictures on signs convey meaning. Ask them what letters, numbers or pictures they see on the signs and what the signs might mean.

*PK.CLL.4 (Reading Standards for Informational Text): Exhibit curiosity and interest in learning new vocabulary.*

### **Community Helper Concentration:**

Create a concentration or memory game in which one set of cards contains community helpers and the other the vehicle each type of helper uses. Turn all of the cards face down and invite children to find the matches.

*PK.CKW.6 (Social Studies): Begins to learn the basic civic and democratic principles.*

### **Letter Roads:**

Draw a letter on a large piece of paper. Invite children to pretend the letter is a road and drive small vehicles on it. Create a few different pages using letters that children in your community typically see when they travel.

*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*

### ***Pattern Block Vehicles:***

Invite children to use pattern blocks to create vehicles. As you work with them, ask what type of vehicles they are making, what the vehicles transport, who operates the vehicles, how the vehicles move, etc.

*PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.*

### ***Transportation Board Game:***

Create a simple board game made of a line of squares. Add a die and a transportation counter for each participant. Invite children to roll the die then move their counter the appropriate number of squares.

*PK.CKW.6 (Social Studies): Begins to learn the basic civic and democratic principles.*

### ***Vehicle Lengths:***

Provide strings or cubes as well as an assortment of vehicles and invite children to measure vehicles. Invite children to compare the sizes of the vehicles: Which is biggest? Smallest? Heaviest? Lightest?

*PK.CKW.1 (Measurement and Data): Identify measurable attributes of objects, such as length, and width. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy and light).*

✓ **Opportunity for Assessment:** How does the child attempt to measure a vehicle?

### ***Legos/Duplos:***

If available, invite children to use Legos/Duplos to create various vehicles. As they connect the pieces, talk about what shapes they are creating.

*PK.CKW.2 (Geometry): Create and build shapes from components (e.g., sticks and clay balls).*

## Sand and Water / Sensory

### Critical thinking questions/statements:

What happens when \_\_\_\_? How do you think that works? How could you change that? What does that remind you of? What would happen if \_\_\_\_? Tell me more.

### Suggested Text:

*Who Sank the Boat?* by Pamela Allen

Provide an assortment of small plastic animals for children to put in the boats they play with in the water table. How many animals can fit in the boat? Does the boat float or sink? Why?

*PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.*

### Boats:

Add boats to the water in the sensory table. Invite children to play with the boats and discuss where the boats are going to/coming from, what they are carrying, etc., as they play.

*PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.*

### Construction Site:

Add dirt, sticks, small rocks, blocks, wooden logs, cardboard tubes for creating tunnels, people and construction vehicles to the sensory table. Invite children to use the vehicles to make a building, home or bridge. Encourage children to collaborate and discuss what to build and what construction vehicles need to do in order to prepare the site for building.

*PK.CKW.3 (Technology): Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.*

### Swim:

Add people to the water in the sensory table. Invite children to pretend the people are swimming. Also consider adding boats, rafts and/or a diving board.

*PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.*

### Make a Boat:

Add small plastic letters to the pourable materials in the table. Invite children to look for the letters in their names. If magnetic letters are available, use magnetic letters and a magnetic wand; let children drag the wand through the pourable materials to find the letters in their names. Be sure children's name cards or another representation of their names are available for them to reference as they work.

*PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences*

### Lego Boats:

Allow children to create boats with Legos or Duplos. Do the boats float? Ask the children why or why not.

*PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things in the environment.*

✓ **Opportunity for Assessment:** Can the child make predictions about what will happen to the boats when s/he puts them in water? Can s/he explain the thought behind his/her predication?

## Library

### Critical thinking questions/statements:

Tell me about this book. What do you like about it? What is your favorite part of this book? Why? What do you notice? What do you think is happening? What will happen next? Does that remind you of anything? Would you recommend this book to a friend? Why or why not?

### Note:

Add books from the Foundational and Supporting Text list in Section V to your classroom library to create a collection of books that deepen children's understanding of the unit.

### Picture Stories:

Copy pictures from one of the books in the Supporting Text list in Section V. Invite children to sequence the pictures and retell the story

*PK. CLL.2 (Reading Standards for Literature): With prompting and support, retell familiar stories.*

### Author Study:

Place several of Donald Crews' transportation related books (e.g., *Shortcut, School Bus, Bicycle Race, Freight Train, Truck, Flying, Sail Away*) in a basket in the library. Tell children the same person wrote the words and created the pictures for all of these books; they all have the same author and illustrator. Invite children to read the books. What things are similar? What things are different? Which book do they like best? Why?

*PK.CLL.6 (Reading Standards for Literature): With prompting and support, can describe the role of author and illustrator.*

✓ **Opportunity for Assessment:** What can the child share about the role of an author? An illustrator?

### Story Table:

Add a small table to the library and a few artifacts such as felt pieces, small toys, finger puppets, etc., that children can use to retell a popular book from the Supporting Text list in Section V. Place the book next to the items and invite children to retell the story using the objects

*PK.CLL.4 (Reading Standards for Literature): Exhibit curiosity and interest in learning new vocabulary.*

### Favorite Book Graph:

Select a few of the books the class currently enjoys and create a graph for children to share which books they like best. Ask children to explain why they like certain books

*PK.SED.2: Regulates his/her responses to needs, feelings and events.*

## Cooking and Mixing

*(As needed)*

### Critical thinking questions/statements:

Why do you think we are adding \_\_\_\_? What would happen if \_\_\_\_? What do you notice as we do this? How does it smell? How does it feel? What does it look like? How does it taste? What does this remind you of?

### Note:

Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.

Snacks and meals must be of adequate nutritional value. When providing snacks and meals, supplement with other components of a healthy meal/snack according to appropriate meal guidelines in order to make sure children's nutritional needs are met.

Children must always wash hands before and after cooking experiences.

*PK.PDH.7: Demonstrates personal care and hygiene skills.*

### Playdough Tracks:

Make playdough with the children. Invite them to roll out the playdough into a smooth, flat surface and drive vehicles over the dough. Note the tracks each type of vehicle makes.

*PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.*

### Edible Boats:

Use fruit to make boats. Use a banana for the boat, cherries for windows and apple slices for the sails.

*PK.AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.*

### Vegetable Trucks:

Use vegetables to make trucks. Use a celery stalk for the body of the truck and cherry tomatoes or carrot rounds for wheels.

*PK.AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.*

### Traffic Lights:

Use foods to make a traffic light. Use a rectangular cracker, cover with cream cheese and add a strawberry slice, apricot half and kiwi slice to create a traffic light snack.

*PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.*

✓ **Opportunity for Assessment:** Is the child able to use a pincher grasp (index finger and thumb) to place the pieces of fruit on his/her traffic light?

## Computer/Technology

Content should be free of product placement/advertising. Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlined in their Individualized Education Program. Prescreen images and videos to make sure they are appropriate for children and not frightening or explicit. Do not use personal devices and ensure that you have signed permission before taking photographs of children.

### Critical thinking questions/statements:

I notice that you \_\_\_\_\_. How did you figure that out? What will you do next? What if you try \_\_\_\_? How could you \_\_\_\_\_?

### *A Day in the Life of a Bus:*

Share a typical day of a New York City bus.  
<http://www.transitmuseumeducation.org/busday/dayinthelife.html>.

*PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments*

✓ **Opportunity for Assessment:** Does the child use appropriate volume and speed so the spoken message can be understood?

### *Traffic Sounds:*

Find or record sounds of different vehicles such as a helicopter, ambulance, motorcycle, footsteps, bicycle bell, honking horns, etc., and invite children to listen to and identify the sounds.

*PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.*

### *Bridges:*

Use a search engine to pull up pictures of bridges. Ask children how they think bridges work and encourage them to try to build bridges in the Blocks/Construction Area.

*PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.*

## Outdoors / Playground

### Critical thinking questions/statements:

I saw you \_\_\_\_\_. What will you do next? If you try \_\_\_\_\_, what do you notice? How did you do \_\_\_\_\_? How does it feel outside today? What do you see?

### Suggested Text:

*The Snowy Day* by Ezra Jack Keats

Invite children to make tracks like the boy in the story did.

*PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.*

### *Move to a Letter:*

Write letters (or numbers or symbols from signs) on the ground with chalk, name a letter (or number or symbol) and invite children to pretend to fly, swim, walk, drive, etc., to it. Alternatively, allow children to try to throw the paper airplanes they made in the Science/Discovery Center to the target letter/number.

*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*

### *Tracks:*

Invite children to walk or drive vehicles through the snow to create tracks. Suggest various movements such as jump, hop on one foot, etc., and encourage children to look at the tracks they create.

*PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.*

### *Bikes on Roads:*

Draw roads on the playground surface with chalk. Invite children to ride bikes on the roads. Add the traffic signs children made in the Writing Center and encourage children to follow the traffic signs.

*PK.CKW.6 (Social Studies): Begins to learn the basic civic and democratic principles.*

### *Flight Length:*

Write numbers on the ground or provide a very large number line. Invite children to start at zero and throw paper airplanes towards the number line, then state the number closest to where the plane lands. To add an additional challenge ask children to try to throw the paper airplanes at a target number.

*PK.CLL.5 (Approaches to Communication): Demonstrates a growing receptive vocabulary.*

✓ **Opportunity for Assessment:** Which skill sets does the child practice and/or explore? Throwing, pushing, pulling, catching, balancing, etc.

### *Traffic Light Bean Bag Toss:*

Place a large red circle, yellow circle and a green circle on the ground. Ask children what each color on the traffic light means and what to do when they see each color when they are on the road. Invite children to toss bean bags onto specific colors.

*PK.CKW.3 (Technology): Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.*



## Writing

### Critical thinking questions/statements:

I notice that you \_\_\_\_\_. That reminds me of \_\_\_\_\_.  
What if you try \_\_\_\_\_. How could we find out \_\_\_\_\_?

### Suggested Text:

*A Letter for Leo* by Sergio Ruzzier

Invite children to write letters to themselves.

*PK.CLL.2 Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).*

### Car Writing:

Take the tops off markers and tape the markers, tip down, to the back of small vehicles. Invite children to drive the vehicles on paper and see what happens. After children explore how this works invite them to try to write and draw with the cars.

*PK.CLL.1 (Language Standards): Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.*

### Letter Maze:

Create an easy maze on the table with tape. Add a few letters throughout the maze that are found in many of the students' names or in the type of transportation that they use. Invite children to drive a vehicle through the maze hunting for letters they find in their names. Provide children's name cards for them to reference if necessary.

*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*

### Parking Lot:

Create a parking lot for vehicles on a piece of cardboard. Write a letter on each of the parking spots as well as on an assortment of small vehicles and invite children to park the vehicles in the correct parking space.

*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*

### Traffic Signs:

Provide pictures of traffic signs and invite children to create their own. Supply larger paper for children to use in creating traffic signs for the playground and smaller pieces of paper for children to use in creating traffic signs for the Construction/Block area. As children work, talk with them about the signs they are creating, what people should do when they see that sign and why this is important.

*PK.PDH.9: Demonstrates awareness and understanding of safety rules.*

### License Plates:

Share with children the purpose of a license plate and use the word frequently as you play with the children to help them learn this new vocabulary word. Show them a sample (or a picture) and provide paper and materials for them to create their own. Children can write letters and numbers on their license plates or use letter/number stamps or stickers.

*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*

✓ **Opportunity for Assessment:** Can the child differentiate letters from numbers?

## Music and Movement

### Critical thinking questions/statements:

I see you moving like this. I heard you \_\_\_\_\_. I saw you \_\_\_\_\_. Tell me about that. Let's try playing the music loud (or soft, fast, slow). Can you try this? How does this music make you feel? Have you heard music like this before? Where?

### Suggested Text:

*Transportation in My Neighborhood* by Shelly Lyons.

Invite children to pretend to be the different types of vehicles depicted in this book.

*PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.*

### *Red Light, Green Light:*

Ask children what a green light means and what a red light means. Tell them you are going to practice following traffic lights. Model first, then let children take turns being a traffic light. Have children make a sign with "GO" in green on one side and "STOP" in red on the other. Children can dance or move when the light is "green" and should stop on "red."

*PK.CKW.6 (Social Studies): Begins to learn the basic civic and democratic principles.*

### *Fly Like an Airplane:*

Invite children to pretend to be different types of vehicles or vehicle parts and move accordingly (e.g., fly like an airplane, roll like a wheel, balance on a skateboard).

*PK.CKW.3 (Technology): Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.*

### *Music for the Road:*

Provide an assortment of instruments and ask children to create music for different types of traveling such as driving fast, walking slowly home from pre-K, riding a bike, etc.

*PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.*

### *Bicycle Bells:*

Provide bicycle bells for children to explore and use to create their own songs and music.

*PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.*

## V. Foundational and Supporting Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Engage children with books throughout the day. Read alouds can occur in large group and small group as well as in centers. Books can be incorporated throughout the room and enhance children's learning through play. Some books are read repeatedly throughout the unit. Some books will be read only once or twice throughout the unit; these are supporting texts. Supporting texts compliment focus questions and areas of interest or may be related to the essential question or enduring understandings of the unit. Select the books that seem most relevant to your classroom community. Additionally, the following list is not exhaustive and can be supplemented by similar books. Not only can these books be read aloud both formally and informally, but children should also be able to access and read these books on their own. Allowing children access to classroom books encourages children to display emergent reading behaviors and address *PK.CLL.4 (Reading Standards: Foundational Skills): Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).*

*\*Books with an asterisk are also available in languages other than English*

### Foundational Texts

**\**The Bus for Us*** by Suzanne Bloom: Tess is excited to take the bus on the first day of school.

***Go! Go! Go! Stop!*** by Charise Mericle Harper: One day little green rolls into town and says his very first word, "Go!"

**\**What Do Wheels Do All Day?*** by April Jones Prince: Wheels push, race, stroll, fly, whiz and spin all day long!

***Whose Vehicle Is This?*** by Sharon Katz Cooper: Take a look at the vehicles workers drive.

### How to Use Foundational Texts

When you have a text that draws the interest of the children in your class, consider one or more of the following techniques for reading the book multiple times to extend children's thinking:

- Take a "picture walk" through the book the first time you read it by just showing the pictures and asking the children what they see and what they think the book is about.
- Consider reading the book once without pausing so that children hear the cadence of the words and hear the story in its entirety.
- Model skills readers use to gain greater understanding of content by thinking aloud about the meaning of a word in context or drawing a conclusion based on prior knowledge.

- Write down and post children's responses to questions with more than one possible answer.
- Ask children to make predictions based on what they know so far and ask them to explain their thinking.
- Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.
- Invite children to make connections between the book and their own life experiences.
- Brainstorm potential solutions to a problem a character might be facing.
- Ask children what the character could do differently or ask them what they might do if they were in the place of the main character.
- As the book becomes familiar to the children, ask for volunteers to "read" it to you or small groups of children, letting them describe the pictures and the story in their own words.
- Compare and contrast books with similar content, themes or structures.
- Preview or review texts or parts of texts (particularly vocabulary) for children who need additional language or learning support.
- As children become more familiar with the story or information, use this as the beginning of extension activities like acting out a story, painting or drawing something inspired by the text, or creating puppet shows.

## Supporting Texts

### ***A Day in the Life of an Emergency Medical Technician***

by Heather Adamson: A closer look at the job of an EMT.

***A Letter for Leo*** by Sergio Ruzzier: Leo delivers the mail but never receives any mail himself.

***The Big Book of Things that Go*** DK Publishing: Giant sized pictures of an array of vehicles.

***Boats*** by Anne Rockwell: Colorful boats of all shapes and sizes.

***Bus Drivers*** by Rebecca Pettiford: Bus drivers can drive city buses, shuttle buses, coach buses and school buses.

***The Bus is for Us*** by Michael Rosen: The bus is great because it is for everyone!

***A Day in the Life of a Garbage Collector*** by Nate LeBoutillier: A look at all the responsibilities of a garbage collector.

***The Construction Alphabet Book*** by Jerry Pallotta & Rob Bolster: A noisy exploration of construction equipment.

***Construction Workers*** by Cari Meister: Construction workers read plans, tear down buildings, break up cement, make roofs, and more.

***Diary of a Pilot*** by Angela Royston: This pilot flies workers to oil rigs.

***\*Don't Let the Pigeon Drive the Bus!*** by Mo Willems: When the bus driver takes a break from his route a very unlikely volunteer arrives.

***Everything Goes in the Air*** by Brian Biggs: Zoom along with Henry and his parents as they take off on an airborne journey and learn about all kinds of flying vehicles.

***Even Firefighters Hug Their Moms*** by Christine Kole MacLean: A little boy and girl pretend to be a variety of heroes.

***\*Fast and Slow*** by Britta Teckentrup: What fast and slow things can you see today?

***Firefighters A to Z*** by Chris Demarest: A day-in-the-life of firefighters whose job it is to answer the call to put out fires and save property and lives.

***Firefighters to the Rescue!*** by Kersten Hamilton: First you hear the siren, then you see the lights, here comes the firetruck!

***Food Trucks*** by Mark Todd: A convoy of comic food trucks is heading your way!

***The Giant Hug*** by Sandra Horning: Follow the hug a little boy sends to his granny through the mail.

***I'm A Truck Driver*** by Jonathan London: There are many different types of trucks to drive.

***\*I Read Signs*** by Tana Hoban: Thirty familiar signs invite children to come and take a look!

***\*I Want to be a Police Officer*** by Dan Liebman: Learn about many of the different ways a police officer can travel.

***I Wonder Why Planes Have Wings and Other Questions About Transportation*** by Christopher Maynard: "Why don't ships sink? Which is the fastest jet plane? Why do cars need gasoline?" Climb aboard and discover the answers.

***The Little Airplane*** by Lois Lenski: Take flight with Pilot Small.

***The Little Engine that Could*** by Watty Piper: The classic tale of the Little Blue Engine who isn't afraid to try.

***Machines at Work*** by Byron Barton: At the construction site, the workers gather. Their machines are ready and waiting. A busy day is about to begin.

***Mama Zooms*** by Jane Cowen-Fletcher: A small boy's mother zooms him around in her wheelchair, the "zooming machine."

***Miss Dorothy and Her Bookmobile*** by Gloria Houston: Since there is no library around, Miss Dorothy brings books to the people in her town.

***National Geographic Readers, Planes*** by Amy Shields: A real-life pilot introduces kids to the greatest planes that ever flew.

***\*Officer Buckle and Gloria*** by Peggy Rathmann: Officer Buckle goes to schools to talk to children; usually he makes the children fall asleep until he starts bringing his dog, Gloria, with him.

***Police Officers*** by Cari Meister: Discover what a police officer does all day.

***Road Builders*** by B.G. Hennessy: Meet the crew, see the trucks, watch the road come to life!

***Roll, Slope and Slide: A Book About Ramps (Amazing Science)*** by Michael Dahl: Explore the different kinds, uses, and benefits of inclined planes and ramps,

**Subway** by Christoph Niemann: A father, two children and more than 840 miles of track. What does it add up to? Something thrilling.

**Signs in my Neighborhood** by Shelly Lyons: A neighborhood has traffic signals. There are street signs and crosswalks too. Which signs can you spot in your neighborhood?

**Things That Go!** Collection by National Geographic Kids: Learn about all of the machines that get us from point A to point B.

**This is the Way We Go to School: A Book About Children Around the World** by Edith Baer & Steve Bjorkman: Discover just how much fun getting to school can be.

**\*Tito the Firefighter (Tito el Bombero)** by Tim Hoppey: Tito really wants a ride on a firetruck and eventually has a chance.

**Train** by Elisha Cooper: A night train, a freight train, a high-speed train. Racing across the country, from coast to coast. All aboard!

**Trains Go** by Steve Light: All aboard! Take a trip on eight noisy trains as they huff, puff, and toot-toot away.

**Transportation in my Neighborhood** by Shelly Lyons: Some people walk and others drive cars. There are buses and trains too. How do you get around your neighborhood?

**Trashy Town** by Andrea Zimmerman: Mr. Tilly drives around Trashy Town collecting garbage.

**\*Truck** by Donald Crews: A bright red trailer truck packed with tricycles moves through pages of fog, truck stops, and crowded highways.

**True or False? Transportation** by Daniel Nunn: A selection of true or false questions to get readers thinking all about cars, boats, airplanes, trains, and more.

**Who Sank the Boat?** by Pamela Allen: Beside the sea, on Mr. Peffer's place, there lived a cow, a donkey, a sheep, a pig, and a tiny little mouse. One warm sunny morning for no particular reason, they decided to go for a row in the bay.

## VI. Inquiry and Critical Thinking Questions for Foundational Texts

Critical thinking skills are foundational to learning and educational success.

These questions are based around Webb's Depth of Knowledge Wheel<sup>1</sup>, which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content.

Re-read foundational texts throughout the unit, starting with Level 1 questions, and adding more complex questions each time you read them.

### ***The Bus for Us* by Suzanne Bloom**

*PK.CLL.3 (Approaches to Communication):  
Demonstrates that s/he understand what they observe*

#### **Level 1: Recall**

What question does Tess ask over and over again?

What were some of the vehicles that drove past Tess and Gus before the bus came?

What are the dog and the cat doing while the children wait for the bus?

#### **Level 2: Skill/Concept**

Why do you think Tess asks the same question over and over again?

Why do you think Gus looks sad just before the bus comes?

Gus and Tess take the bus to school. How did you get to pre-K today?

#### **Level 3: Strategic Thinking**

Why do people take the bus?

Tess holds her ears when the fire engine drives past. Why?

There is a picture of a skunk on the garbage truck. Why do you think that is there?

#### **Level 4: Extended Thinking**

Us and Gus are rhyming words. What are some other words that rhyme with *us* and *Gus*?

Tess looks a little nervous about getting on the bus. Why do you think she might be nervous? Have you ever been nervous? When?

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<sup>1</sup> <http://schools.nyc.gov/NR/ronlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/o/WebbsDOK.pdf>

## ***Go! Go! Go! Stop!* by Cherise Mericle Harper**

*PK.PDH.9 Demonstrates awareness and understanding of safety rules.*

### **Level 1: Recall**

What was Little Green's first word?

What did the trucks do when Little Green said, "Go?" Why did this become a problem?

### **Level 2: Skill/Concept**

Why was Little Red important?

Why was Little Yellow important?

### **Level 3: Strategic Thinking**

Little Green, Red and Yellow made a traffic light. What are some other traffic signals or signs you see outside?

What do traffic lights do?

Why is it important to follow traffic lights and signals?

### **Level 4: Extended Thinking**

Little Green and Little Red were opposites. Name some other things that are opposites

Little Green, Little Yellow and Little Red had to work together to help the trucks. What are some things you can do with other children to help keep the classroom happy and safe?

## ***What Do Wheels Do All Day?* by April Jones Prince**

*PK.CLL.2 (Approaches to Communication): Demonstrates s/he is building background knowledge.*

### **Level 1: Recall**

What are three things wheels do?

What are some of the things you saw in this book that have wheels?

### **Level 2: Skill/Concept**

In this book there are many vehicles and other things people can use to help them move (e.g., stroller, motorcycle, bus). What do all of them have in common?

What vehicles and things with wheels do you use?

The book says that some wheels "spit and sputter." What does it mean for wheels to spit and sputter?

### **Level 3: Strategic Thinking**

This book is all about wheels. Can you think of some vehicles that do not have wheels?

What are some ways to move without wheels?

This book says that helicopters and airplanes have wheels. Why do helicopters and airplanes have wheels? What else do helicopters and airplanes use to move?

### **Level 4: Extended Thinking**

Why do you think so many vehicles have wheels?

What would happen if \_\_\_\_\_ (cars, buses, etc.) did not have wheels?

## ***Whose Vehicle Is This?* by Sharon Katz Cooper**

*PK.CLL.10 (Reading Standards for Informational Text): With prompting and support, actively engage in group reading activities with purpose and understanding.*

### **Level 1: Recall**

What are some of the vehicles you noticed in this book? Who drives these vehicles?

What does a locomotive do?

### **Level 2: Skill/Concept**

Where are some places we see vehicles?

How do vehicles move?

Some people ride bicycles. Where would you like to go on a bicycle?

### **Level 3: Strategic Thinking**

How people stay safe when driving vehicles?

Why do you think some vehicles have (wings, wheels, lights, etc.)?

Why don't all vehicles have (wings, wheels, lights, etc.)?

### **Level 4: Extended Thinking**

Firefighters need to reach a fire quickly so no one gets hurt. What other drivers and vehicles need to move quickly?

Fire engines have flashing lights and loud sirens. What are some other vehicles that have flashing lights and loud sirens? Why?

## VII. Sample Weekly Plan

On the following pages you will find a sample weekly lesson plan. Use the additional information included in the unit to create detailed weekly plans for each focus question in the unit. Plans will reflect individual schedules, students' and families' needs, school context, etc. Please note, for this unit we are introducing the daily schedule and rules development in Week Two. You may want to address one or both of these activities in Week One, depending on your children's needs.

### Quick Tips for Small Group:

1. Use exciting language and affect to describe the small group activity.
2. Use hands-on materials that children are encouraged to explore.
3. Preview small group activities in whole group.
4. Link the activity to children's previous experiences

If children still decline...

Have a private conversation with the child as s/he plays to understand why s/he did not want to join. Take that into consideration and adjust the small group materials to reflect the needs of the child.

Modify the small group activity so that you can do it with the materials that the child is using in the center of his/her choice.

Facilitate a conversation between the child and a friend who enjoyed the small group activity so that the hesitant child will be more likely to join.

### WEEK ONE

#### Essential Question: How does my community use various modes of transportation?

**Focus Question:** What kinds of transportation do I use and why?

**Focus Vocabulary:** bicycle, bus, car, express, fare, feet, helmet, keys, license plate, local, MetroCard, parachute, scooter, skateboard, stroller, subway, swim, taxi, train, transportation, truck, van, vehicle, wagon

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine	Continue to supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and a basket of name/picture cards for each child (laminated cards with each child's picture and first name, with the first letter in red). Remind children to sign in if necessary and continue to encourage any mark children make according to each child's needs, but be ready to help children who are ready for an additional challenge by adding their last name or encouraging them to look closely at the model letters on their name card to improve accuracy. Observe children's writing and refer to the stages of prewriting (in Unit 3: All About Us) to determine what to expect next and how to best support the continued development of the child. This activity can be done as children arrive or later in the day. If children seem uninterested in signing in in this manner, consider encouraging them to write their names throughout their center time play. For example, children could add their own names to their artwork or create their own name cards to				



<p>save their structures in the Block/Construction area. PK.CLL.1 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Greet each child as s/he arrives. Celebrate the children's arrival with feeling phrases such as, "I feel excited/happy to see you!" This helps to set a positive tone in the classroom.</p>					
<p><b>Large Group Meeting</b></p> <p><i>In order to reduce the amount of time that children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about other large group activities and whether they are essential to the day.</i></p>	<p>Cut pictures of an assortment of vehicles in half. Give each child one half. Invite children to find the child who has the other half and discuss: What is this? Do you ever use this type of transportation? Why or why not? Why might other people use this type of transportation?</p> <p><i>PK.CLL.4 (Approaches to communication): Demonstrates that he/she is building background knowledge.</i></p>	<p>Share the following rhymes with the class, pausing for children to generate the word in parentheses. Have pictures or models of the objects in front of you as a visual.</p> <p>I'm thinking of something that has two wheels. It rhymes with hike. It is a (bike).</p> <p>I'm thinking of a vehicle that can carry lots of people. It rhymes with fuss. It is a (bus).</p> <p>I'm thinking of a vehicle that drives on the street. It rhymes with far. It is a (car).</p> <p>I'm thinking of something that carries babies. It rhymes with polar. It is a (stroller).</p> <p>As an extension, encourage children to come up with another word that rhymes with</p>	<p>Create a class graph with the pictures children drew in small group illustrating how they get to pre-K. Let children attach their pictures to the graph or make their own mark on the graph if possible.</p> <p><i>PK.CLL.4 (Approaches to Communication): Demonstrates his/her ability to express ideas using a variety of methods.</i></p>	<p>Tell children you are going to pretend to use many different types of transportation. Make sure every child has enough space to do the exercises.</p> <p>Ride a bike: lay on back and pretend to pedal.</p> <p>Row a boat: sit, legs in a V, pretend to row.</p> <p>Run: run in place.</p> <p>Fly a helicopter: circle arm round and round above head like a propeller.</p> <p>Rocket ship: count down and blast off.</p> <p>Add other types of transportation as desired. Ask children when they use these different types of transportation and why each type might be useful.</p>	<p>Refer children back to the graph they created about how they get to pre-K. Help them think critically about each mode of transportation represented. Which is fastest? Why? Which is slowest? Why? Listen to their reasoning and encourage discussion between children.</p> <p><i>PK.CLL.1 (Speaking and Listening): With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.</i></p>

Large Group Meeting		the transportation word. Additionally, interested children can share if/when they have used each mode of transportation.  <i>PK.CLL.2 (Reading Standards: Foundational Skills): Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</i>		<i>PK.PDH.2: Uses sensory information to plan and carry out movements.</i>	
BB Whole Group	See your Building Blocks Teacher's Edition for Whole Group Activities				
Foundational Text	<i>The Bus for Us</i> by Suzanne Bloom				
Supporting Text	<i>Things That Go!</i> Collection by National Geographic Kids	<i>Subway</i> by Christoph Niemann	<i>Mama Zooms</i> by Jane Cowen-Fletcher	<i>Transportation in my Neighborhood</i> by Shelly Lyons	<i>The Bus Is For Us</i> by Michael Rosen
<b>Small Groups</b> Implement at least one of the two weekly Building Blocks small group activities and at least one of the other activities listed here.	<b>LITERACY SMALL GROUP</b> Invite children to share how they get to pre-K. Ask them to draw a picture to illustrate and add their own text or dictate text to a teacher. After children finish drawing and sharing, compare and contrast how each child in the group gets to pre-K. Encourage children to make connections	<b>MATH SMALL GROUP</b> See your Building Blocks Teacher's Edition for the weekly Small Group Activity.  <b>Write children's initials below:</b>  Group 1:    Group 2:	<b>SMALL GROUP #3</b> Invite children to use the maps in Section XI: Appendices and small vehicles to tell a story. Encourage them to share a story with a teacher or peer. Help children make intentional choices about what type of vehicle to use in their story and why.	See your Building Blocks Teacher's Edition for the weekly Small Group Activity.  <b>Write children's initials below:</b>  Group 1:    Group 2:	<b>CATCH-UP DAY</b> Use this as an opportunity to complete small groups with children you may have missed throughout the week.  Children to work with today (initials):

<p><b>Small Groups</b></p> <p><i>Small groups can be implemented during center time or at another time during the day. Invite 2-4 children to participate at a time. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate. Each small group should not exceed 10 minutes in length. Work with a couple of groups per day and spend the remainder of the time engaging with children in the interest areas.</i></p>	<p>between their drawings and books and other materials throughout the class, for example finding pictures or words that might match parts of their drawing. Save the children's drawings for the Wednesday Whole Group activity.</p> <p><i>PK.CLL.5: With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.</i></p> <p>See page 41 for lesson plan.</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p>	<p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p><i>PK.CLL.1 Demonstrate that they are motivated to communicate.</i></p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	
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	Group 4:				
	Group 5:				
<b>Outdoors</b>	See Section IV, Ideas for Learning Centers.				
<b>Lunch</b>	<p>Talk about the foods that are transported on vehicles. For example, if someone is eating a banana, talk about how the banana got from where it was grown to the pre-K classroom. If someone is eating an apple, talk about how the apple got to the classroom. If lunch is provided and served in the classroom, discuss how it gets to the classroom. Does it come on a cart? Does someone carry it?</p> <p><i>PK.CKW.7 (Social Studies): Develops a basic understanding of economic concepts within a community.</i></p>				
<b>Centers</b>	See Section IV, Ideas for Learning Centers.				
<b>Opportunities for differentiation and integration of goals for children with IEPs</b>	To be completed as needed by teachers.				
<b>Differentiation for children whose home language is a language other than English.</b>	To be completed as needed by teachers.				

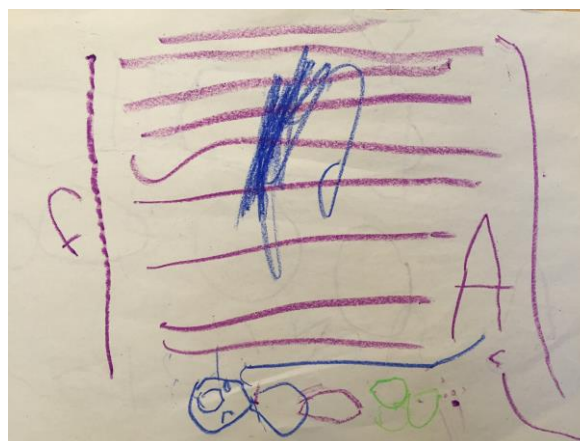
## VIII. Student Work Samples

Below are examples of student work from activities in this unit. Note the alignment to standards and the relationship to the focus question and PKFCC standard. Some examples may fit under more than one standard and/or focus question.

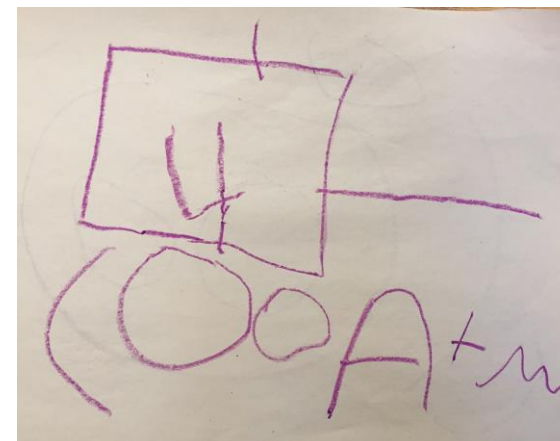
### Example 1: How Did You Get to Pre-K Today?

Activity Type: Small Group

PKFCC Standard: CLL.4 (Approaches to Communication): Demonstrates his/her ability to express ideas using a variety of methods.



"I took the A Train to pre-K today."



"This is the 4. It's the one I take."

## Example 2: Model Vehicle

Activity Type: Culminating Experience

PKFCC Standard: PK.CKW.3 (Technology): Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.




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*"If we're going to make a bus we have to look at a real one first. We have to observe it. The bus is yellow so we'll have to make our bus yellow too."*

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*"The bus has an engine. It makes the bus move. We will need to make one for our bus too."*

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*"I'm going to be the driver. I'm going to drive my class to my apartment for dinner."*

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*"See that white up there on top? I looked out the window and I could see the top of the real bus. It was white. That means we have to make our top white too."*

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*"The bus has enough gas for our trip!"*

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## IX. Supporting Resources

### Teacher Texts

*The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning (Rev. ed.)*  
by Ann S. Epstein

*Ramps and Pathways: A Constructivist Approach to Physics with Young Children* by Rheta DeVries and Christina Sales

*From Play to Practice: Connecting Teacher's Play to Children's Learning* by Marcia L. Nell & Walter F. Drew, with Deborah E. Bush

### Teacher Websites

Ramps and Pathways Developmentally Appropriate, Intellectually Rigorous, and Fun Physical Science by Betty Zan and Rosemary Geiken  
[http://naeyc.org/files/naeyc/Ramps\\_Pathways.pdf](http://naeyc.org/files/naeyc/Ramps_Pathways.pdf)

The Henry Ford Museum Driving America Online Exhibit  
<http://www.thehenryford.org/exhibits/drivingamerica/DrivingAmerica.aspx>

The New York Transit Museum  
<http://web.mta.info/mta/museum/>

The New York Transit Museum Pre-K-Grade 2 Teacher Resource Center  
<http://www.transitmuseumeducation.org/trc/curriculum/gradespreK2>

Safety on the MTA  
<http://web.mta.info/safety/>

The Intrepid Sea, Air and Space Museum Complex  
<http://www.intrepidmuseum.org/>

### Music: Songs with Lyrics

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes and lyrics are included. If you don't know the tune, you can make one up that works for you or chant the words to a beat. Disclaimer: the lyrics provided are only for use by classroom teachers and are provided for the specific, non-profit educational purpose of supporting interdisciplinary learning in your classroom.

#### Row, Row, Row Your Boat

Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily, merrily  
Life is but a dream

#### I've Been Working on the Railroad

I've been working on the railroad  
All the live-long day  
I've been working on the railroad  
Just to pass the time away  
Can't you hear the whistle blowing  
Rise up so early in the morn  
Can't you hear the captain shouting,  
"Dinah, blow your horn!"  
Dinah, won't you blow  
Dinah won't you blow  
Dinah, won't you blow your horn? (x2)  
Someone's in the kitchen with Dinah  
Someone's in the kitchen I know  
Someone's in the kitchen with Dinah  
Strummin' on the old banjo!  
Singin' fee, fie, fiddly-i-o  
Fee, fie, fiddly-i-o-o-o-o  
Fee, fie fiddly-i-o  
Strummin' on the old banjo.

### Additional Song Titles

The Wheels on the Bus  
Engine, Engine Number Nine  
Five Fast Race Cars  
Hurry, Hurry, Drive the Fire Truck  
Happy Trails



## X. Foundational Learning Experiences: Lesson Plans

**Documentation:** Based on the Focus Question, Objective, and Focus Standard as well as the Authentic Assessment items, teachers will determine what they hope to see children do in an activity. They should take notes as children are working to record the skills and growth children demonstrate. For the lesson plans included in this unit, a note-taking form is included. Please note the PKFCC standards and assessment items listed in each lesson plan. Keep in mind that you may be addressing additional assessment items and standards.

### Lesson: How Did You Get to Pre-K Today?

Type: Small Group Activity

<b>Unit of Study: Transportation</b>	<b>Focus Question: What kinds of transportation do I use and why?</b>
<b>Objective:</b> Children will be able to visually represent what type of transportation they used to get to pre-K.	
<p><b>PKFCC Focus Standard:</b></p> <p><i>CLL.4 (Approaches to Communication): Demonstrates his/her ability to express ideas using a variety of methods.</i></p> <p><b>Additional PKFCC Standard:</b></p> <p><i>PK.CLL.1 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p>	<p><b>Link to Authentic Assessment Systems</b></p> <p>WSS: VII.B.3: Shows beginning control of writing, drawing and art tools.</p> <p>TSG: 14. Uses symbols and images to represent something not present.</p> <p>COR: X: Art</p>
<p><b>Materials:</b></p> <p><i>index cards, drawing or writing utensils such as crayons, markers or colored pencils</i></p>	<p><b>Vocabulary:</b></p> <p>bicycle, bus, car, feet, ride, run, scooter, skateboard, stroller, subway, taxi, train, truck, van, wagon, walk</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Ask children to think about the things they did this morning. Pause and let them think for a moment. Model sitting quietly and thinking.</p> <p><b>Beginning:</b></p>	

Share some of the things you did this morning. List a couple and then highlight how you got to your classroom. For example, "I woke up when my alarm clock went off. After breakfast I brushed my teeth. I put on my favorite sweater and when I was finally all ready to go I **walked** to pre-K."

**Middle:**

Point out the way you got to pre-K and then ask children how they got to pre-K. Invite them to share.

Give each child an index card and ask them to draw a picture of how they got to pre-K.

Invite children to add text to their drawings. They can write how they got to school or they can share with you and you can write it for them.

**End:**

Look at the children's drawings together and discuss. How did each child get to school? Did everyone use a different form of transportation? Did anyone travel the same way?

Help the children sort the cards according to the way they traveled.

Save the cards to use in the Whole Group graphing activity on Wednesday.

**Assessment:** Can the child visually represent what type of transportation they used to get to pre-k? Verbally describe?

**Differentiation:** Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

**For children who need additional support:** Provide pictures of different ways children in your community get to pre-K. Allow these children to look at these sample pictures or select the picture that demonstrates how they got to pre-K today.

**For children who are ready for a challenge:** Encourage these children to add their own text to their drawings or create separate pictures depicting how other members of their families get to school or work. Encourage children to make connections between their drawings and books and other materials throughout the class, for example finding pictures or words that might match parts of their drawing.

**Children with IEPs:** How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

**Children whose home language is a language other than English:** What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Provide pictures of different ways children in your community get to pre-K. Encourage children to express their ideas by speaking in their home language, pointing to the images or using gestures.

**Teacher Tip:**

Save the pictures the children create as these pictures will be used in a graphing activity later in the week.

**Teacher Reflection:** What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

## Assessment Opportunity

Small Group Experience: How Did You Get to Pre-K Today?

PKFCC Focus Standard:

*CLL.4 (Approaches to Communication): Demonstrates his/her ability to express ideas using a variety of methods.*

Authentic Assessment Alignment:

WSS: VII.B.3: Shows beginning control of writing, drawing and art tools.

TSG: 14. Uses symbols and images to represent something not present.

COR: X: Art

Child's name	Verbally shares how travelled to pre-K	Visually represents how travelled to pre-K	Notes

Child's name	Verbally shares how travelled to pre-K	Visually represents how travelled to pre-K	Notes

# Lesson: Transportation Graph

Type: Whole Group Activity

Unit of Study: Transportation	Focus Question: How are various modes of transportation similar and different?
Objective: Children will compare quantities.	
<p><b>PKFCC Focus Standard:</b></p> <p><i>PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).</i></p> <p><b>Additional PKFCC Standard:</b></p> <p><i>PK.CKW.2 (Science): Tests predictions through exploration and experimentation.</i></p>	<p><b>Link to Authentic Assessment Systems:</b></p> <p>WSS: III.B.2 Shows beginning understanding of number and quantity</p> <p>TSG: 20 b. Quantifies</p> <p>COR: S: Number and counting</p>
<p><b>Materials:</b></p> <p>Pictures of various modes of transportation. You will need a different mode of transportation for each child. See Section XI: Appendices for suggestions.</p> <p>Graph with three separate headings, "Air," "Land" and "Water."</p>	<p><b>Vocabulary:</b></p> <p>airplane, ambulance, bicycle, bus, car, feet, fire truck, helicopter, mail truck, parachute, police car, scooter, stroller, subway, swim, taxi, train, truck</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Pretend to make a toy car fly in front of the children. Ask the children if cars can fly. Why not?</p> <p><b>Beginning:</b></p> <p>Summarize the discussion on why cars cannot fly.</p> <p>Ask children to share some types of vehicles that do fly.</p> <p>Ask children to share some types of vehicles that move in the water.</p> <p><b>Middle:</b></p>	

<p>Tell children you are going to give them a picture of a vehicle or something used for transportation.</p> <p>Pass out the pictures of various modes of transportation.</p> <p>Tell children to look at the picture and think about how and where this type of transportation moves. Does it move through the air, drive on land or move through water?</p> <p>Give children some time to think about this question.</p> <p><b>End:</b></p> <p>Invite children to place their pictures in the appropriate place on the graph.</p> <p>Count the number of pictures in each column. Which column has the most pictures? The fewest? Do any of the columns have the same number of pictures?</p>
<p><b>Assessment:</b> Can the child identify which column has the most pictures? The fewest? The same?</p>
<p><b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.</p> <p><b>For children who need additional support:</b> Show these children the chart beforehand and model placing a few pictures on the chart. Have them practice and give them a familiar card for the whole group activity.</p> <p><b>For children who are ready for a challenge:</b> Challenge these children to think of a mode of transportation that is not provided.</p>
<p><b>Children with IEPs:</b> How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>
<p><b>Children whose home language is a language other than English:</b> What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?</p> <p>Demonstrate counting and comparing things in advance of this activity. Use clear visuals to show least, most and equal amounts in various ways. Introduce the concept by comparing 2 things before comparing 3 things.</p>
<p><b>Teacher Tip:</b> Be intentional about the number of pictures selected for each category. Select an amount that best meets the abilities of the class.</p>
<p><b>Teacher Reflection:</b> What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?</p>

Assessment Opportunity

Whole Group Experience: Transportation Graph

PKFCC Focus Standard  
*PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).*

Authentic Assessment Alignment  
WSS: III.B.2 Shows beginning understanding of number and quantity  
TSG: 20 b. Quantifies  
COR: S: Number and counting

Child's name	Identifies most	Identifies fewest	Identifies equal	Notes



Child's name	Identifies most	Identifies fewest	Identifies equal	Notes

# Lesson: Foundational Text Read Aloud

Type: Whole Group Activity

Unit of Study: Transportation	Focus Question: Who operates the vehicles in my community?
Objective: Students will engage with text by listening and answering text-related questions.	
<p><b>PKFCC Focus Standard:</b></p> <p><i>PK.CLL.1 (Reading Standards for Informational Text): With prompting and support, ask and answer questions about details in a text.</i></p> <p><b>Additional PKFCC Standard:</b></p> <p><i>PK.CLL.1o (Reading Standards for Informational Text): With prompting and support, actively engage in group reading activities with purpose and understanding.</i></p>	<p><b>Link to Authentic Assessment Systems:</b></p> <p>WSS: II.C.4 Recounts some key ideas and details from text.</p> <p>TSG: 18a. Interacts during read alouds and book conversations.</p> <p>COR: M: Listening and comprehension.</p>
<p><b>Materials:</b></p> <p><i>Whose Vehicle Is This?</i> by Sharon Katz Cooper</p>	<p><b>Vocabulary:</b></p> <p>airplane, driver, engineer, fire engine, firefighter, locomotive, mail carrier, mail truck, pilot</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Show children the cover of the book.</p> <p><b>Beginning:</b></p> <p>Share the title of the book.</p> <p>Share the author's name as well as the illustrator.</p> <p>Ask the children what they think this book is about.</p> <p><b>Middle:</b></p> <p>Read the book to the children.</p> <p>Pause throughout the book to ask the questions suggested in Section VI: Inquiry and Critical Thinking Questions for Foundational Texts .</p> <p><b>End:</b></p>	

Ask children to think about the vehicles in the book. If children need a reminder, page through the book so children can see the vehicles.

Ask children if they have ever seen any of these vehicles. Where did they see them? What were the vehicles doing?

Ask children to think of other vehicles that have community helpers as special drivers. Invite them to share and discuss what these vehicles are for and who operates them.

**Assessment:** Was the child able to engage with the read aloud? Was s/he able to answer text-related questions?

**Differentiation:** Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

**For children who need additional support:** Read a small selection of pages rather than the entire book.

**For children who are ready for a challenge:** Invite children to create their own books in the writing center about vehicles and their drivers.

**Children with IEPs:** How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

**Children whose home language is a language other than English:** What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

As you read the book, point to the picture of each vehicle as you say the vehicle name.

Learn some vehicle names in children's home language(s) and use throughout the unit.

**Teacher Tip:**

Place this book in the classroom library or other area conducive to small group read alouds. The *Fun Facts* and *Just for Fun* section at the back of the book are well suited for small group and/or one on one reading experiences.

Consider reading this, and other texts, without stopping to ask questions to keep the storyline continuous. Observe children's engagement throughout the reading.

**Teacher Reflection:** What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

## Assessment Opportunity

Experience: Foundational Text Read Aloud

PKFCC Focus Standard

*PK.CLL.1 (Reading Standards for Informational Text): With prompting and support, ask and answer questions about details in a text.*

Authentic Assessment Alignment

WSS: I.C.4 Recounts some key ideas and details from text

TSG: 18a. Interacts during read alouds and book conversations

COR: M: Listening and comprehension

Child's name	Engages with the read aloud	Answers text related questions	Notes

Child's name	Engages with the read aloud	Answers text related questions	Notes

# Lesson: Staying Safe

Type: Whole Group

Unit of Study: Transportation	Focus Question: How do we stay safe when using transportation?
<b>Objective:</b> Children will have an increased understanding of transportation safety	
<b>PKFCC Focus Standard:</b> <i>PDH.9 Demonstrates awareness and understanding of safety rules.</i>  <b>Additional PKFCC Standard:</b> <i>PK.SED.6 Understands and follow routines and rules.</i>	<b>Link to Authentic Assessment Systems:</b>  WWS: 1c. Regulates own emotions and behaviors TSG: VII.C.2. Follows basic safety rules with reminders COR: K: Personal care and healthy behavior
<b>Materials:</b>  Large paper Writing utensils	<b>Vocabulary:</b>  accident, emergency, safety, seatbelt, speed, speed limit, stop, traffic light, traffic signs, yield
<b>Procedure:</b>  <b>Hook:</b> Show the children several pictures of community helpers such as police officers and firefighters.  <b>Beginning:</b> Ask the children who they see in the pictures and what these people do to help keep us safe. Explain that today we will have a visitor who helps keeps us safe: a police officer. Ask children what they would like to ask the visitor and write down their questions. If children do not come up with questions, model a few such as "how do you help keep us safe?" Ask children what they would like to share with the visitor about what they are learning about transportation and safety. Write down their ideas.  <b>Middle:</b> Introduce the police officer. Allow him/her to talk with the class. Encourage the children to ask their questions (you may have to read the questions to remind them).	

<p>Encourage the children to share their ideas and learnings about transportation and safety (you may have to read ideas to remind them).</p> <p><b>End:</b></p> <p>Thank the visitor for coming.</p> <p>Transition to the next activity by asking children to share one thing they remember from the visit.</p>
<p><b>Assessment:</b> What transportation safety rules does the child seem to understand?</p>
<p><b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support</p> <p><b>For children who need additional support:</b> Some children may need support in participating in a whole group experience with a visitor. Introduce the visitor to these children beforehand so that they become more familiar. Children can sit with a teacher or hold something that comforts them during the visit.</p> <p><b>For children who are ready for a challenge:</b> These children can “read” the questions that they surfaced or share aspects of their learning about transportation and safety with the visitor. After the visit, children can draw/write about their favorite part of the visit.</p>
<p><b>Children with IEPs:</b> How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>
<p><b>Children whose home language is a language other than English:</b> What language is needed to understand the lesson and activity instructions, and to participate in the activity and discussion?</p> <p>As an alternative to writing t questions right before the visit, generate them earlier in the day or the day before and provide children with the written question or a picture that represents the question so that they can hold it up during the activity.</p>
<p><b>Teacher Tip:</b></p> <p>This lesson plan can be used with police officers or any other visitor related to safety: crossing guard, safety officer, etc.</p> <p>After the visit, have the children draw and write a thank-you note to send to the visitor.</p> <p>To schedule a police officer visit to the classroom, contact the NYPD Community Affairs Bureau Youth Services at 718-834-8824.</p>
<p><b>Teacher Reflection:</b> What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?</p>

## Assessment Opportunity

Whole Group Experience: Staying Safe

PKFCC Focus Standard:

*PDH.9 Demonstrates awareness and understanding of safety rules.*

Authentic Assessment Alignment

WSS: 1c. Regulates own emotions and behaviors

TSG: VII.C.2. Follows basic safety rules with reminders

COR: K. Personal care and healthy behavior

Child's name	Safety rules understood:	How is this understanding demonstrated?	Notes



Child's name	Safety rules understood:	How is this understanding demonstrated?	Notes

## XI. Appendices

### Appendix A: Transportation Graph

Land	Water	Air
Ambulance	Canoe	Airplane
Bicycle	Ferry	Helicopter
Bus	Kayak	Hot air balloon
Car	Raft	Jet
Feet	Sailboat	Parachute
Fire truck	Speed boat	Rocket
Mail truck	Submarine	
Police car	Swim	
Roller skates		
Scooter		
Skateboard		
Stroller		
Subway		
Taxi		
Train		
Truck		

### Appendix B: Map

