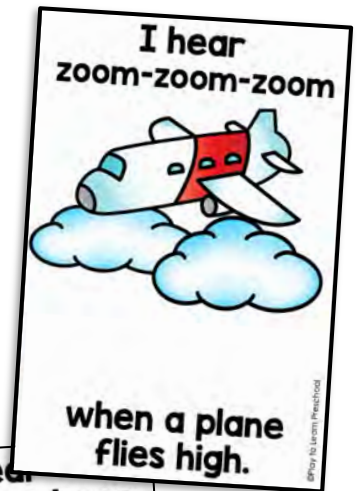


Circle Time

Transportation

Unit for Preschoolers



Circle Time Lessons

Unit overview

Day 6 Kid-Powered Transportation

Discuss ways that kids can use their bodies for transportation.

Kid-Powered
All about transportation powered by the body

Day 6
lesson plans

Engage students in a discussion about types of transportation that they are able to control with their own bodies.

Objectives:

- The students will answer simple questions.
- The students will concentrate on understanding of print concepts (labeling a picture).

Activities:

1. Use the photographs to discuss the types of transport people are able to control with their bodies.
2. Take a poll. Students will name cards or post-it notes to "vote" for their answer on a bar graph. Do you know how to ride a bike? And/or how do you get to school today?
3. Use knowledge about bicycles to label different parts of a bike.

Extension idea: Teach the ABCs for bicycle: bike, bell, handlebars, air, tire, seat, and a bell.

Day 7 Other Types

Show the photos of other types of transportation. Practice making sets of 5 with the "Hot Air Balloon" chip clip poem.

Other Types
Other transportation

Day 7
lesson plans

There are many other types of transportation that can be used to get to the places we need to go!

Objectives:

- The students will actively participate in conversations.
- Engage in discussion questions. Which transportation would be the most fun to ride?
- The students will use one-to-one correspondence to count sets of 5.

Activities:

1. Show the real pictures of other types of transportation. Engage in discussion questions. Which transportation would be the most fun to ride?
2. Recite the chip clip poem, "I Love Air Balloons." Remove a tag and picture chip from the cloud or the poem cards.

Extension idea: Teach the ABCs for bicycle: bike, bell, handlebars, air, tire, seat, and a bell.

Day 8 Animal Transportation

Discuss the special animals that can help us travel. Sing and dance to the "Camel Pokey" or the "Horsey Pokey."

Animal Transportation
All about special animals that help us go.

Day 8
lesson plans

Some animals are used for transportation. Some of these include horses, camels, and dog sleds.

Objectives:

- The students will actively participate in conversations.
- The students will answer questions.
- The students will demonstrate basic locomotor skills.
- The students will show sequence while moving.

Activities:

1. Show the real pictures of transportation provided by animals.
2. Engage in discussion questions. Would you like to use this type of transportation? Which transportation would be the most fun to ride? What makes these animals good to use for transportation?
3. Sing either the Camel Pokey or the Horsey Pokey and perform the actions within the songs.
4. Take a poll - Students use name cards or post-it notes to "vote" for their answer on a bar graph. Have you ever ridden a horse?

Extension idea: Show a dog riding in a hammock (back), have some post-its or alpha-numeric cards there. Ask the students questions.

Day 9 Air-Land-Sea

Sort types of transportation by their use: air, land, or sea.

Air-Land-Sea
How does it travel?

Day 9
lesson plans

Each type of transportation travels in its own special way (like in the air, on the land, or in water).

Objectives:

- The students will classify objects by their property (size).
- The students will recognize complex patterns.

Activities:

1. Sort the pictures of different types of transportation into 3 groups. Does it travel in the air, on the land, or on the water?
2. Play the grid game.

To Play:

1. Students are given a grid with 9 squares.
2. Students receive 3 pictures.
3. Students place the pictures in the grid.
4. Students are given a grid with 9 squares.
5. Students receive 3 pictures.
6. Students place the pictures in the grid.

Day 10 Things that Go!

Conclude the unit by talking about the different types of transportation. Sort them into categories and recite the movement poems.

Things that Go!
Unit Conclusion

Day 10
lesson plans

To conclude the unit, help the students summarize what they have learned about different types of transportation.

Objectives:

- The students will actively participate in conversations (by singing and answering questions).
- The students will engage in creative play.

Activities:

1. Read 1 of the 6 poems.
2. Act out each of the different types of transportation depicted by the poems.
3. Choose 1 set of freezer cards (Big/Small, Fast/Slow, Loud/Quiet or Versatile/Inventive).
4. Divide the students to sort the vehicles according to their attributes.

Extension idea: Show the cars or trucks through centers to make the tracks, while you're there, wash the cars with pink bubble wash.

Introduction

Activate Background Knowledge

Day 1
Lesson
Plans

Introduce the new unit (Transportation) to the students. Engage in discussion questions.





Objectives:

- The students will express themselves using words and sentences.
- The students will actively participate in a conversation by asking and answering questions.

Activities:

1. Recite the action poem called "Transportation." Make the sounds of the different types of transportation as each card is displayed.
2. Take a poll. Students use name cards or post-it notes to "vote" for their answer on a bar graph. What is your favorite way to travel?

How would you like to **travel**?

 I would like to ride in a train.	 I would like to ride in a plane.	 I would like to ride in a boat.	 I would like to ride on a scooter.
Alice	Charley	Emma	Max
Anna		Carson	
Greggy		Beckett	

Transportation

I hear choo-choo-choo when a train chugs by.

I hear zoom-zoom-zoom when a plane flies high.

I hear toot-toot-toot when a boat glides past.

I hear beep-beep-beep when a car drives fast.

I hear choo-choo-choo when a train chugs by.

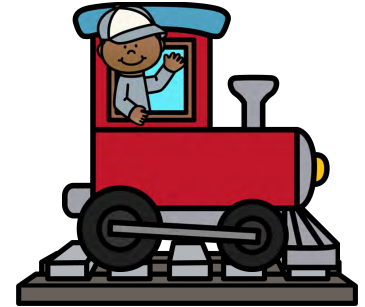
I hear toot-toot-toot when a boat glides past.

I hear beep-beep-beep when a car drives fast.

I hear zoom-zoom-zoom when a plane flies high.

Transportation

I hear choo-choo-choo
when a train chugs by.



I hear zoom-zoom-zoom
when a plane flies high.



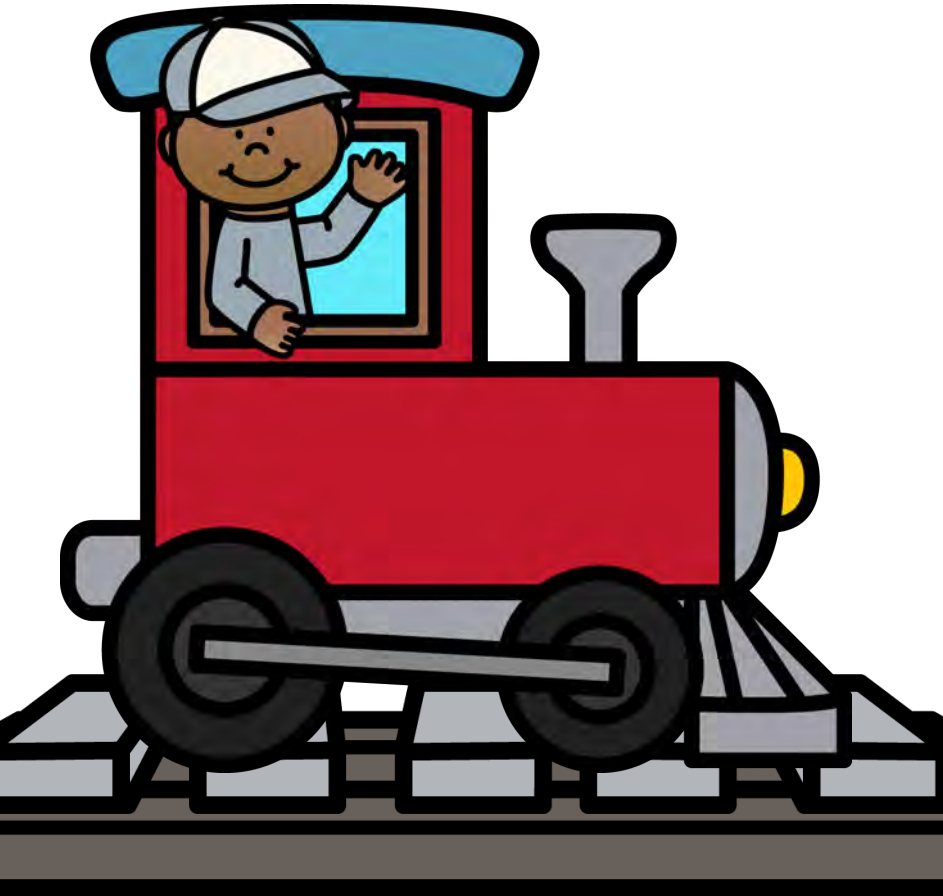
I hear toot-toot-toot
when a boat glides past.



I hear beep-beep-beep
when a car drives fast.



**I hear
choo-choo-choo**



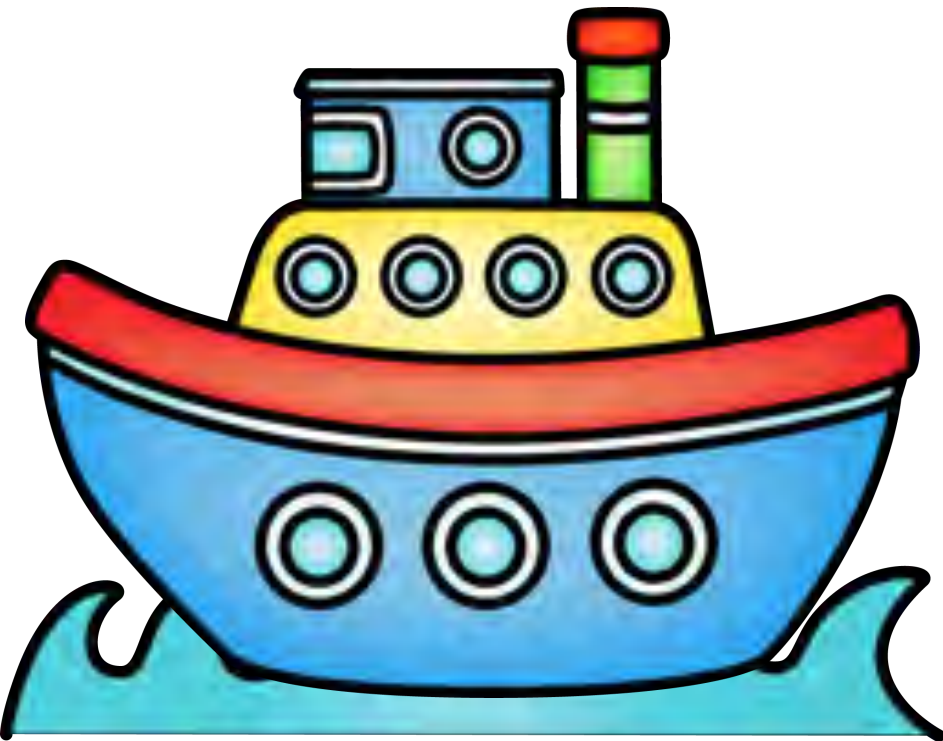
**when a train
chugs by.**

**I hear
zoom-zoom-zoom**



**when a plane
flies high.**

**I hear
toot-toot-toot**



**when a boat
glides past.**

**I hear
beep-beep-beep**



**when a car
drives fast.**

How would you like to **travel**?



I would like to ride in a **train.**



I would like to ride in a **plane.**



I would like to ride in a **boat.**



I would like to ride on a **scooter.**

Airplanes

All about airplanes

Day 2
lesson
plans

Airplanes fly high in the sky and can take us to faraway places.

Objectives:

- The students will express themselves using words and sentences.
- The students will identify basic shapes.

Activities:

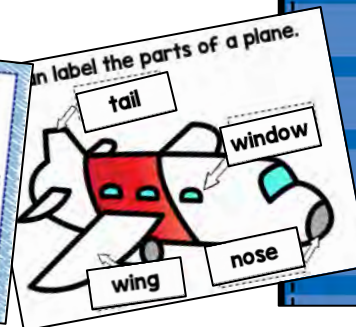
1. Show the real pictures of airplanes and discuss.
2. Take a poll. Students can use name cards or post-it notes to “vote” for their answers on a bar graph. Have you ever flown on an airplane?
3. Play the “Airplane” carpet game.
4. Use knowledge about airplanes to label the different parts of a plane.

To Play:

- Place the clouds in a pocket chart or tape them to an easel.
- The teacher hides the plane (cut out the square below) behind one of the cloud pictures while the students close their eyes.
- Students recite the poem and take turns guessing the location of the plane.
- Continue looking under the pictures until you find the little plane!

Extension Idea:

Teach the ASL sign for **airplane**. Put your ring and middle finger down toward palm. Move your hand like an airplane flying.



Have you ever flown in an airplane?	
 Yes, I have.	 No, not yet.
Baija	Jackie
Azlan	Wayde
Allie	Marcus
Ruby	



Airplanes fly people quickly to far-away places.



Some airplanes are very large and have lots of passengers.

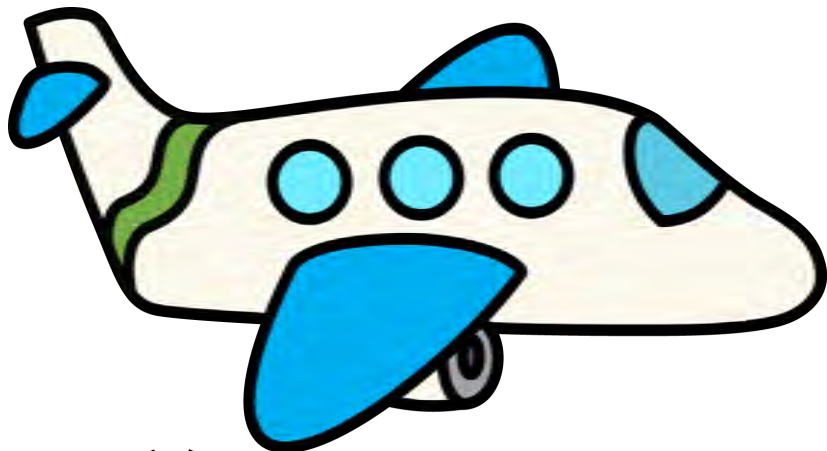


Some airplanes are small. Only a few people can fit into this plane.



There are many buttons and dials in the cockpit of an airplane.

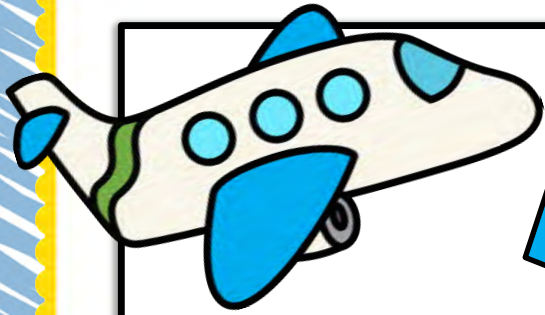
Have you ever flown
in an **airplane**?



Yes, I have.

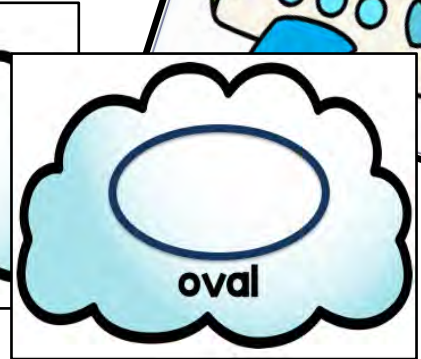
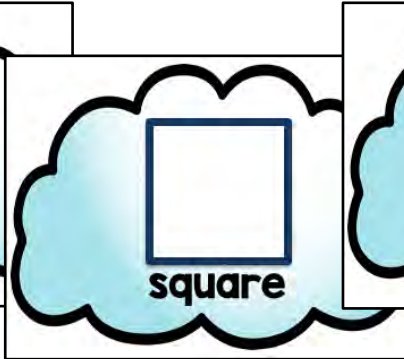
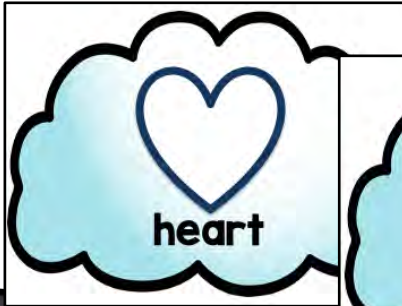


No,
not yet.

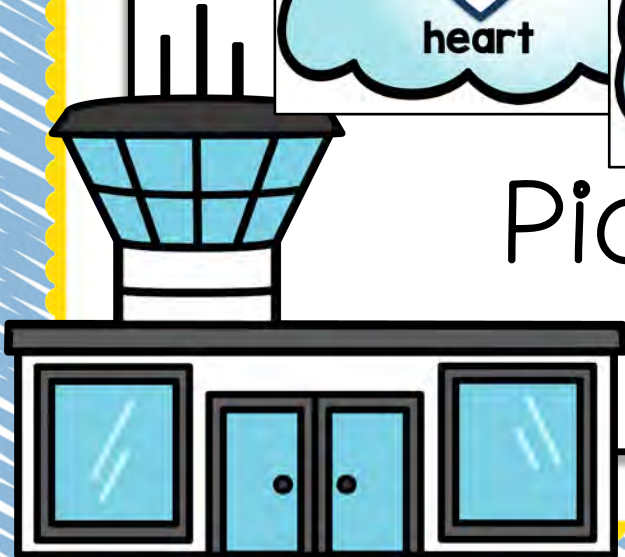


Airplane

Airplane, airplane
flying so high.



Pick a cloud up in
the sky!





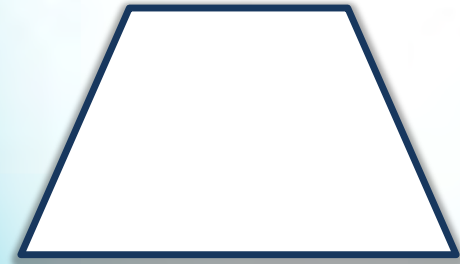
heart



square



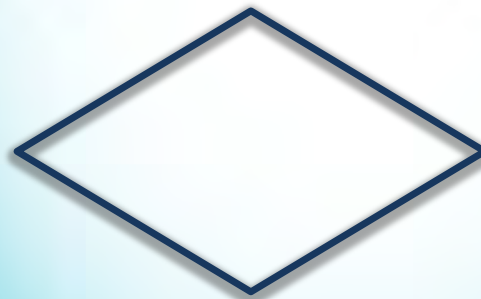
star



trapezoid



oval



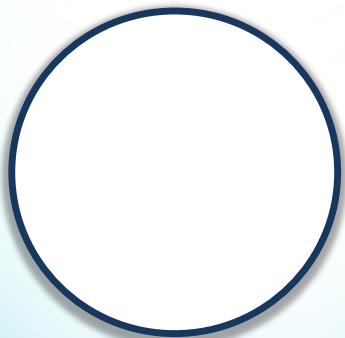
diamond



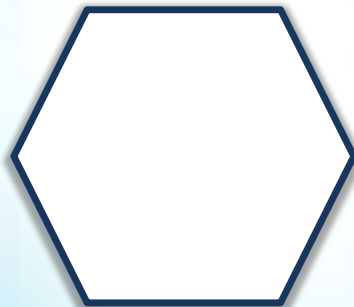
triangle



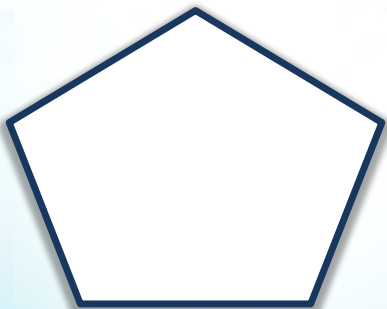
rectangle



circle

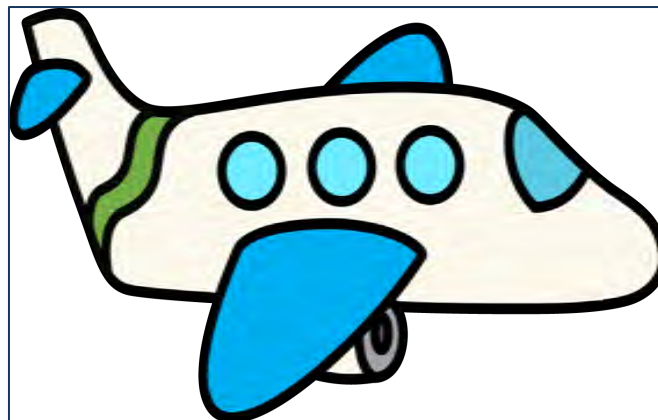


hexagon

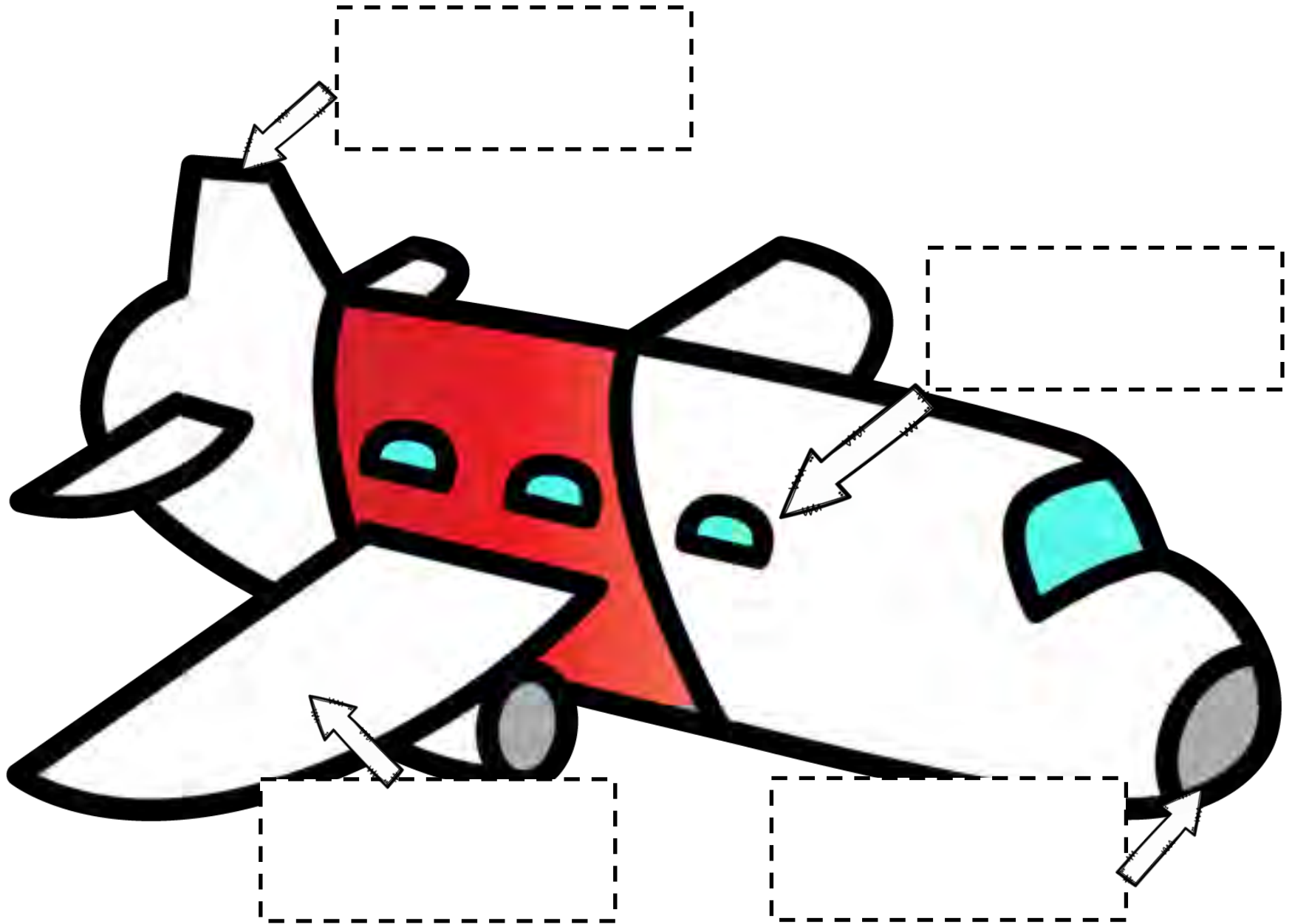


pentagon

Cut out this plane

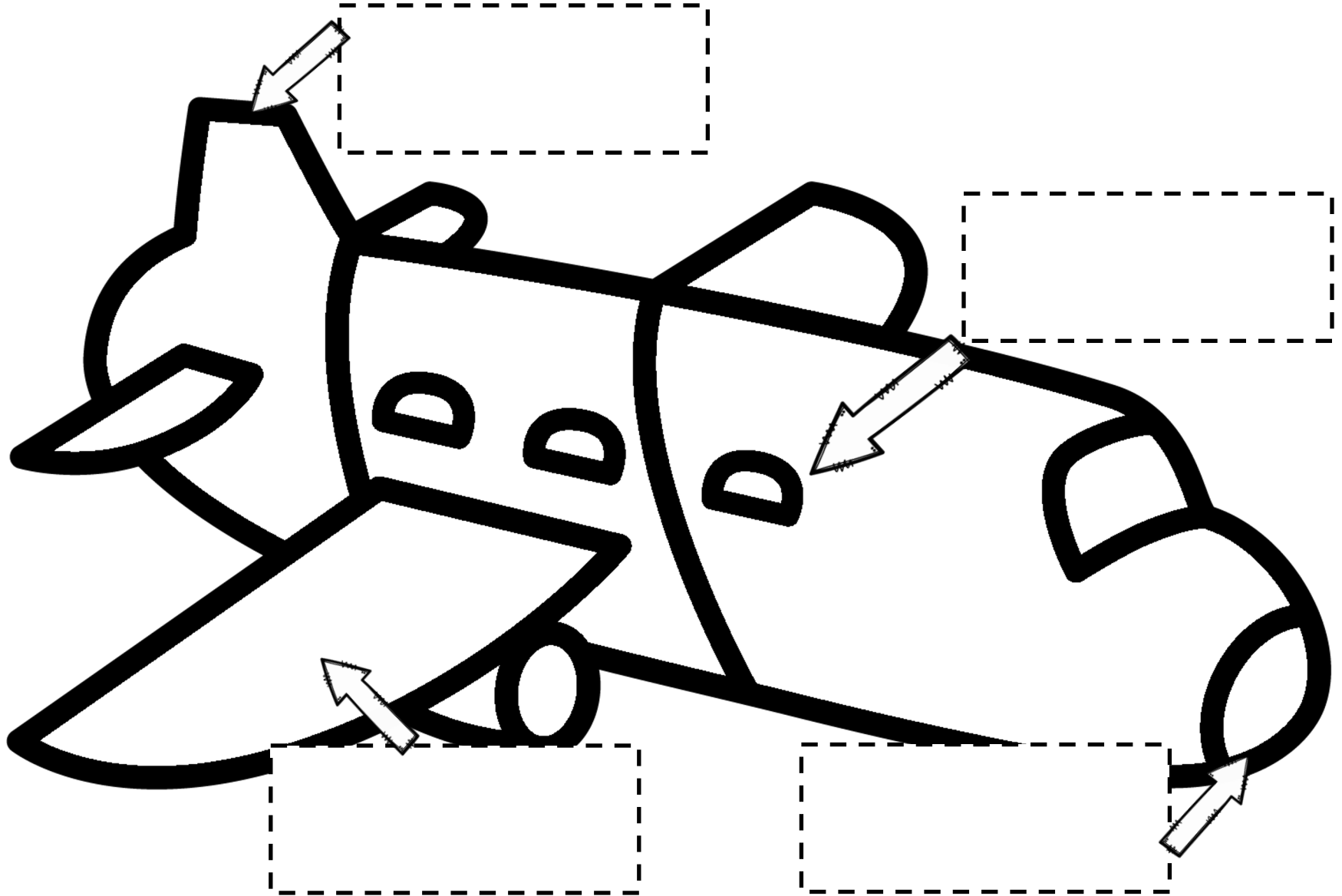


I can label the parts of a plane.



Name _____

I can label the parts of a plane.



Use these cards to label the parts of a plane.

©Play to Learn Preschool

tail

wing

window

nose

tail

wing

window

nose

tail

wing

window

nose

tail

wing

window

nose

tail

wing

window

nose

tail

wing

window

nose

tail

wing

window

nose

Trains

All about trains

Trains can transport people and cargo along rail tracks.

Objectives:

- The students will express themselves orally.
- The students will respond to others' comments and questions.

Activities:

1. Show the real pictures of trains and discuss.
2. Take a poll. Students use name cards or post-it notes to "vote" for their answers on a bar graph. Have you ever traveled on a train?
3. Sing the T-R-A-I-N song in the tune of "Bingo."
 - Display the letters t-r-a-i-n and sing the song.
 - After singing the song for the first time, cover up the letter t with a picture of the train conductor. Sing the second verse as "choo-r-a-i-n."

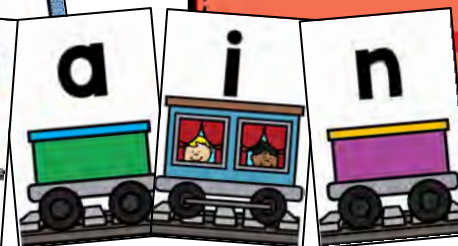


Have you ever traveled on a **train**?

Yes, I have.	No, not yet.
Joe	Alex
Pete	Elizabeth
Corey	Andrew
	Amy

Extension Idea:

Teach the ASL sign for **train**. Put 2 fingers together on both hands. Slide fingers from one hand over the fingers from the other hand like the fingers are the track and the train.





A steam locomotive is powered by coal.



This high speed train moves along the train tracks.



Some trains run underground in cities. People may use these trains to go to work.

Have you ever traveled
on a **train**?



Yes,
I have.



No,
not yet.

T-R-A-I-N

To the tune of: Bingo

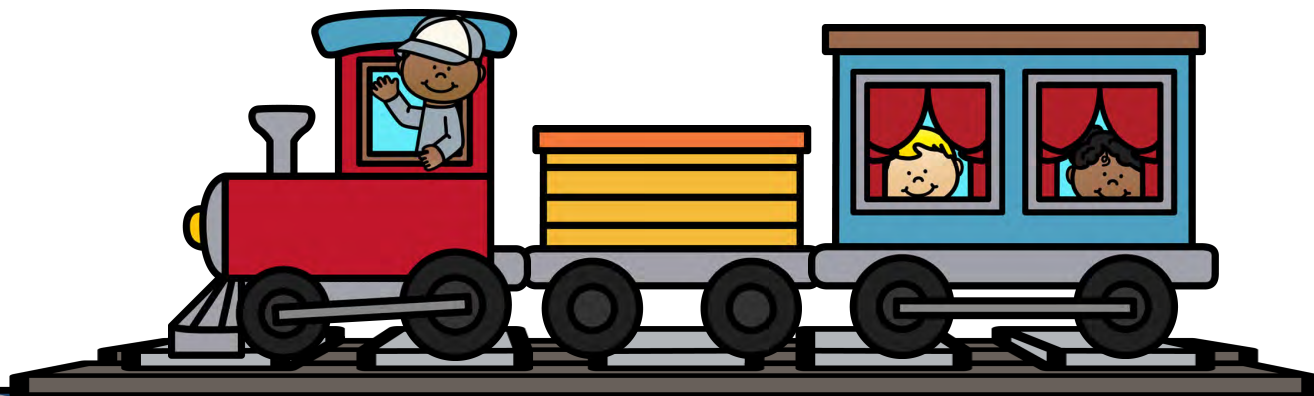
I hear a train along the track
Chugging as it goes.

T-R-A-I-N

T-R-A-I-N

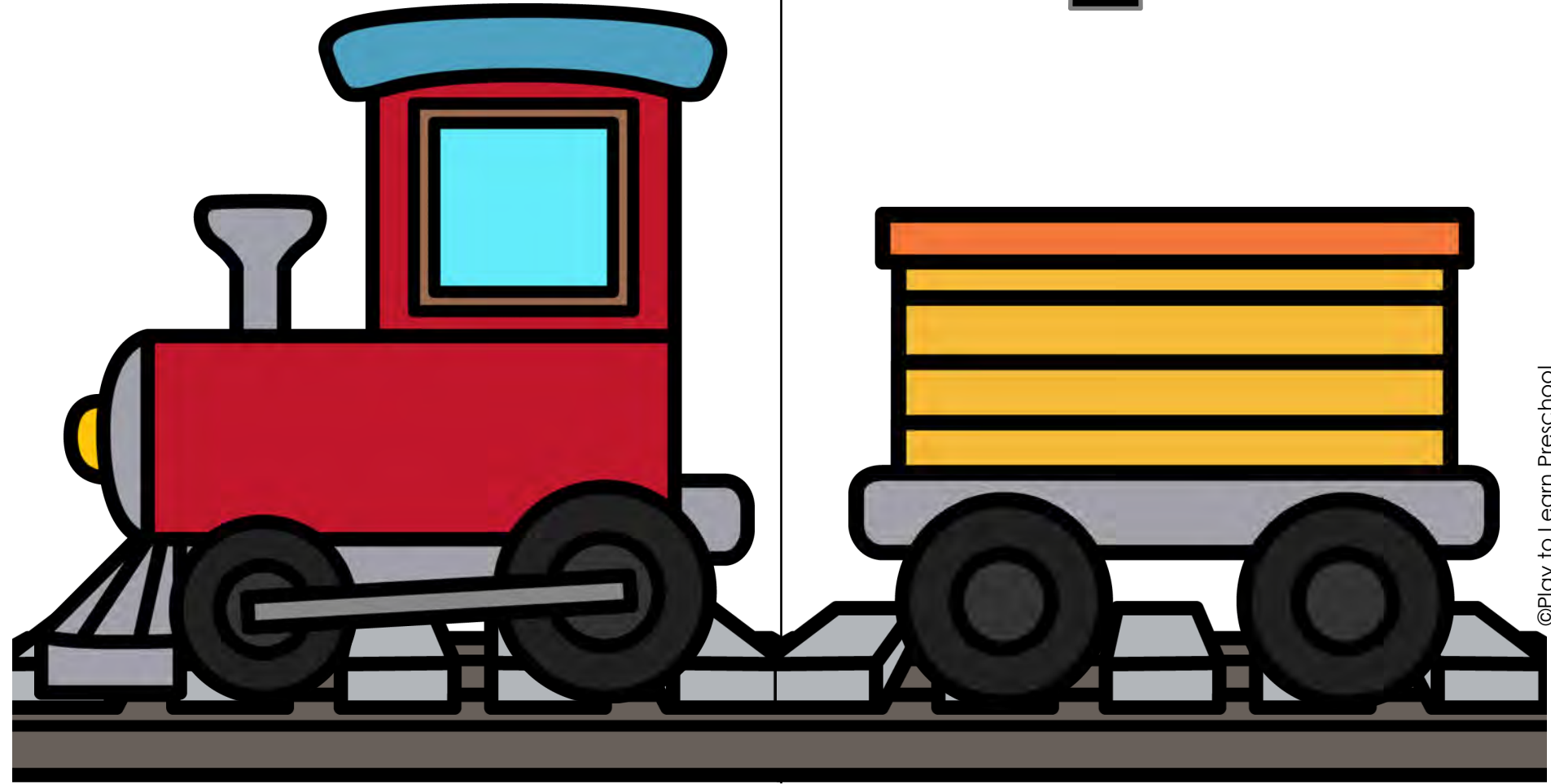
T-R-A-I-N

Hear the whistle blow!



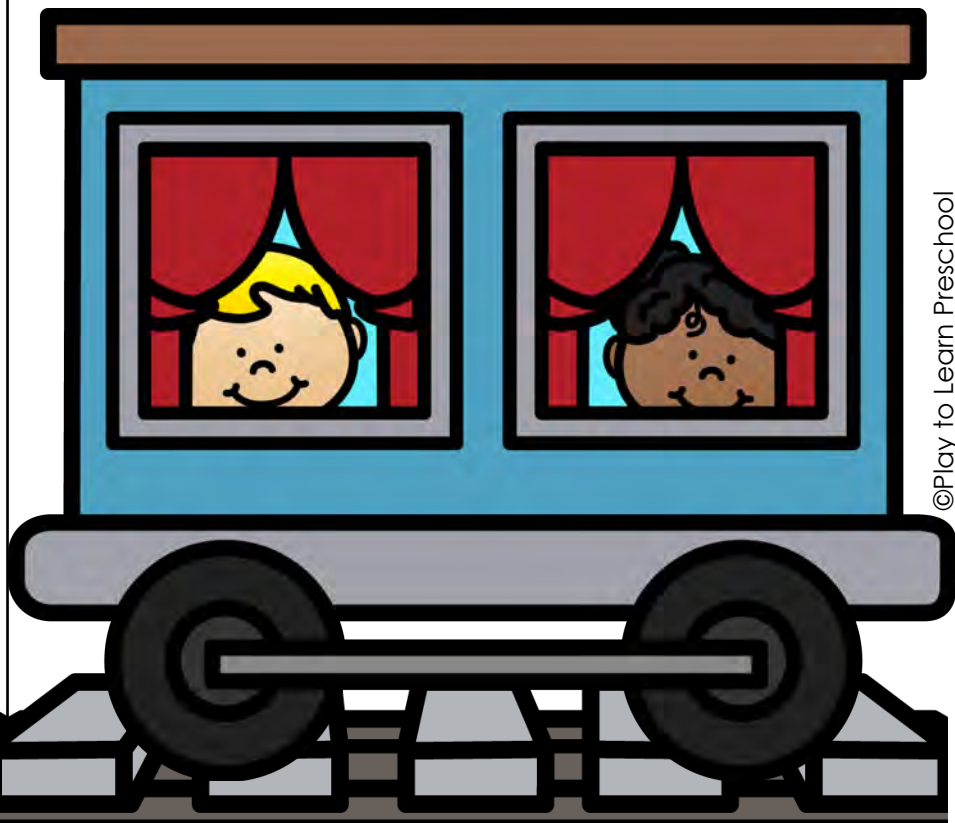
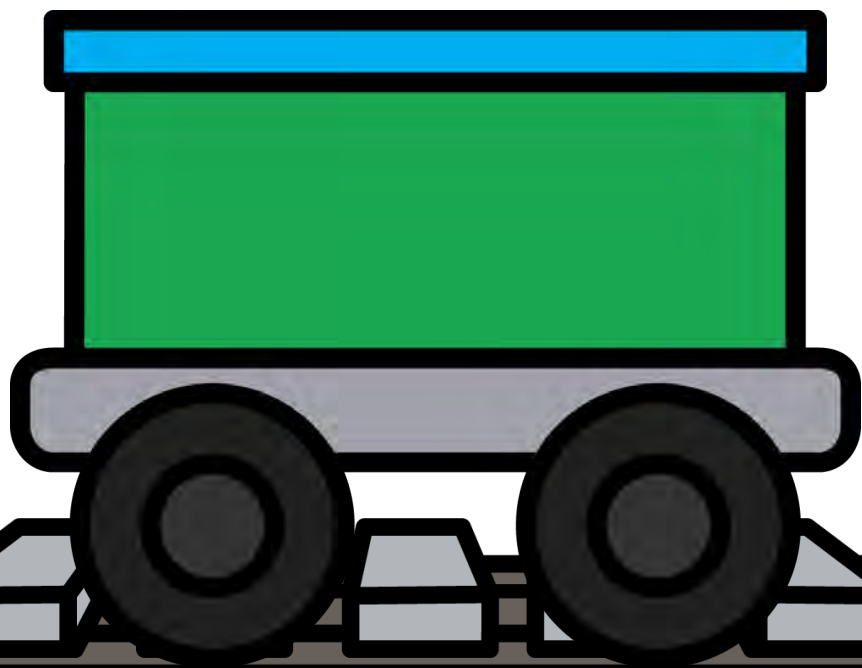
t

r



a

i



n

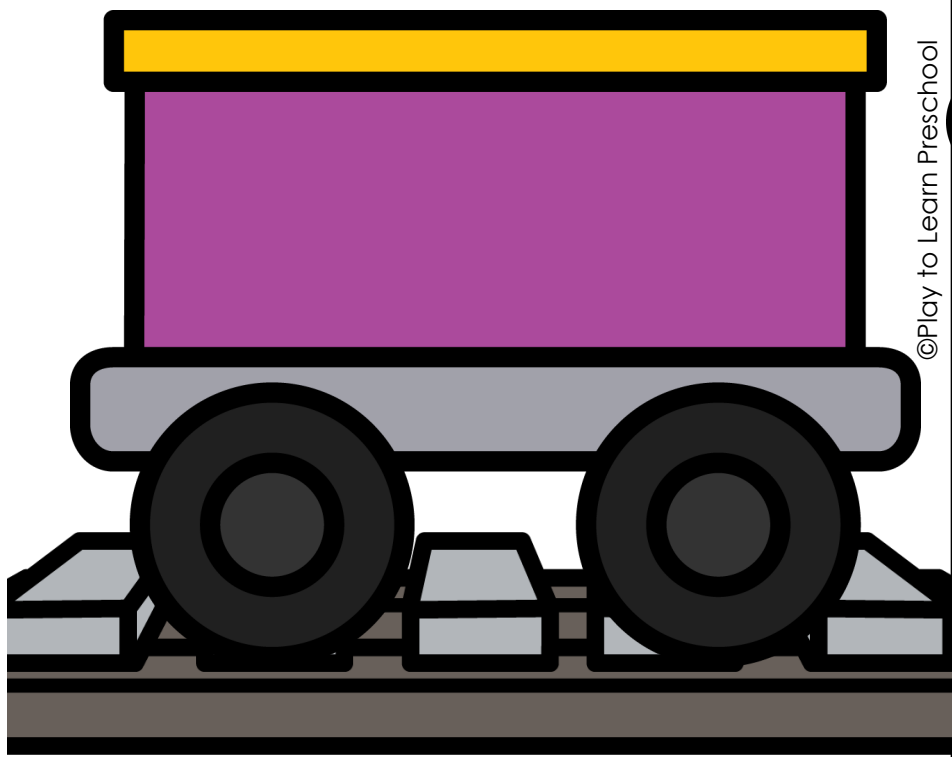
choo!



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Choo!

©Play to Learn Preschool





Choo!



Choo!



Choo!



Choo!

Cars & Trucks

Day 4
lesson
plans

All about cars and trucks

Cars and trucks travel on the land to take people where they need to go.

Objectives:

- The students will engage in a discussion and express themselves orally.
- The students will identify numbers.

Activities:

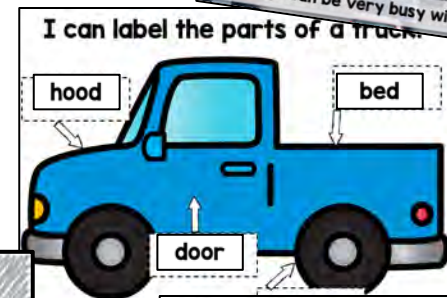
1. Show the photograph posters of cars and trucks.
2. Use knowledge about cars and trucks to label different parts of the vehicles. Choose 1 type of transportation with corresponding labels.
3. Play the number identification game called "Zoom, Zoom."

To Play the Game:

- Line up the pictures of the garages. (Numbers 1-16 are included. Pick the right number of cards for your students.) Identify the numbers together.
- Hide the car under one of the garages and recite the poem to find it.
- Children guess where the car is hiding by identifying the number.

Extension Idea:

Teach the ASL sign for **car**. Use both hands to make the motion of moving a steering wheel.





Cars and trucks move people and goods along the road.

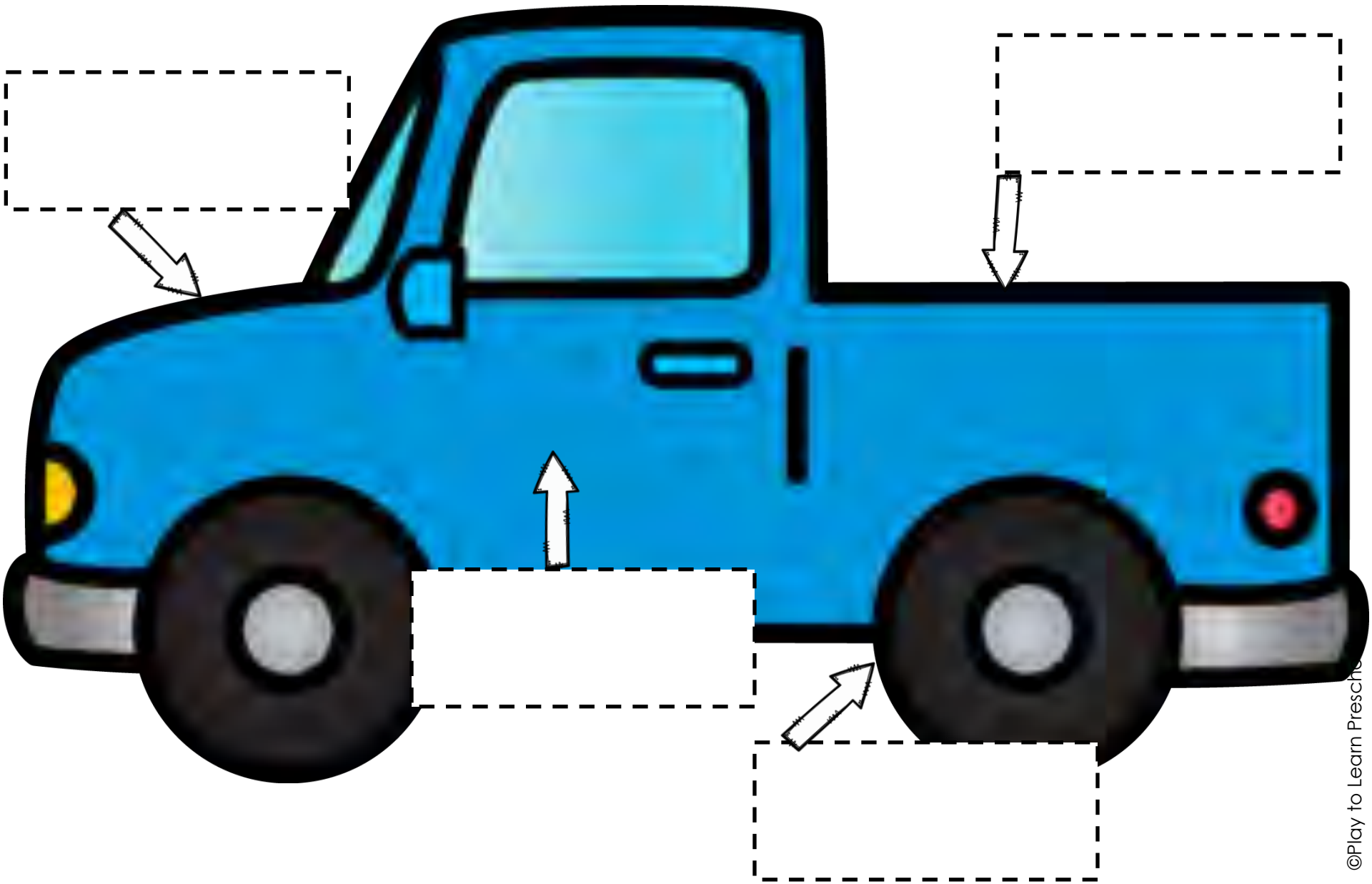


This truck is used for transporting lots of cars at once.



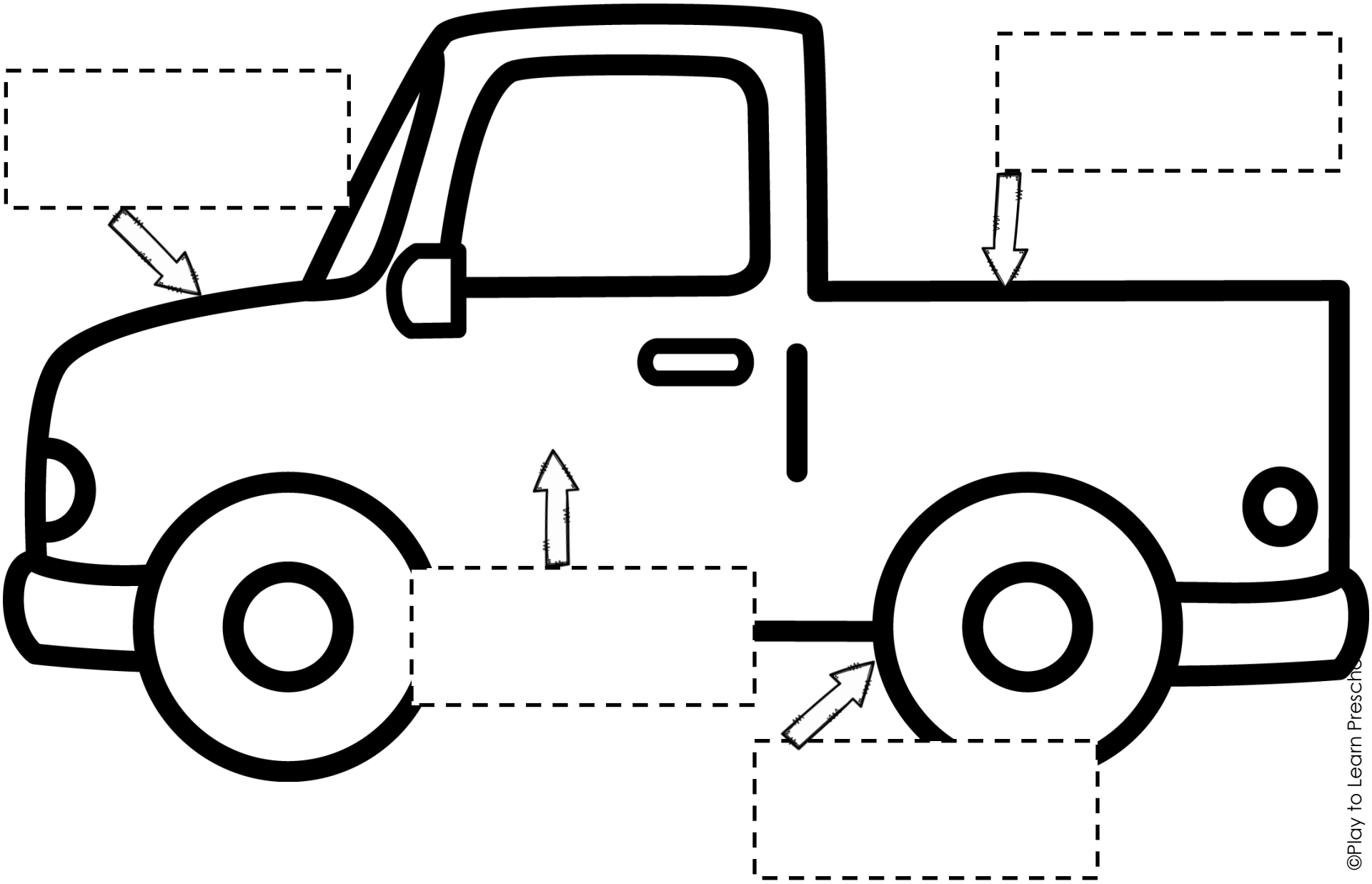
Highways can be very busy with lots of cars.

I can label the parts of a truck.



Name _____

I can label the parts of a truck.



Use these cards to label the parts of a truck.

©Play to Learn Preschool

hood

tire

bed

door

hood

tire

bed

door

hood

tire

bed

door

hood

tire

bed

door

hood

tire

bed

door

hood

tire

bed

door

hood

tire

bed

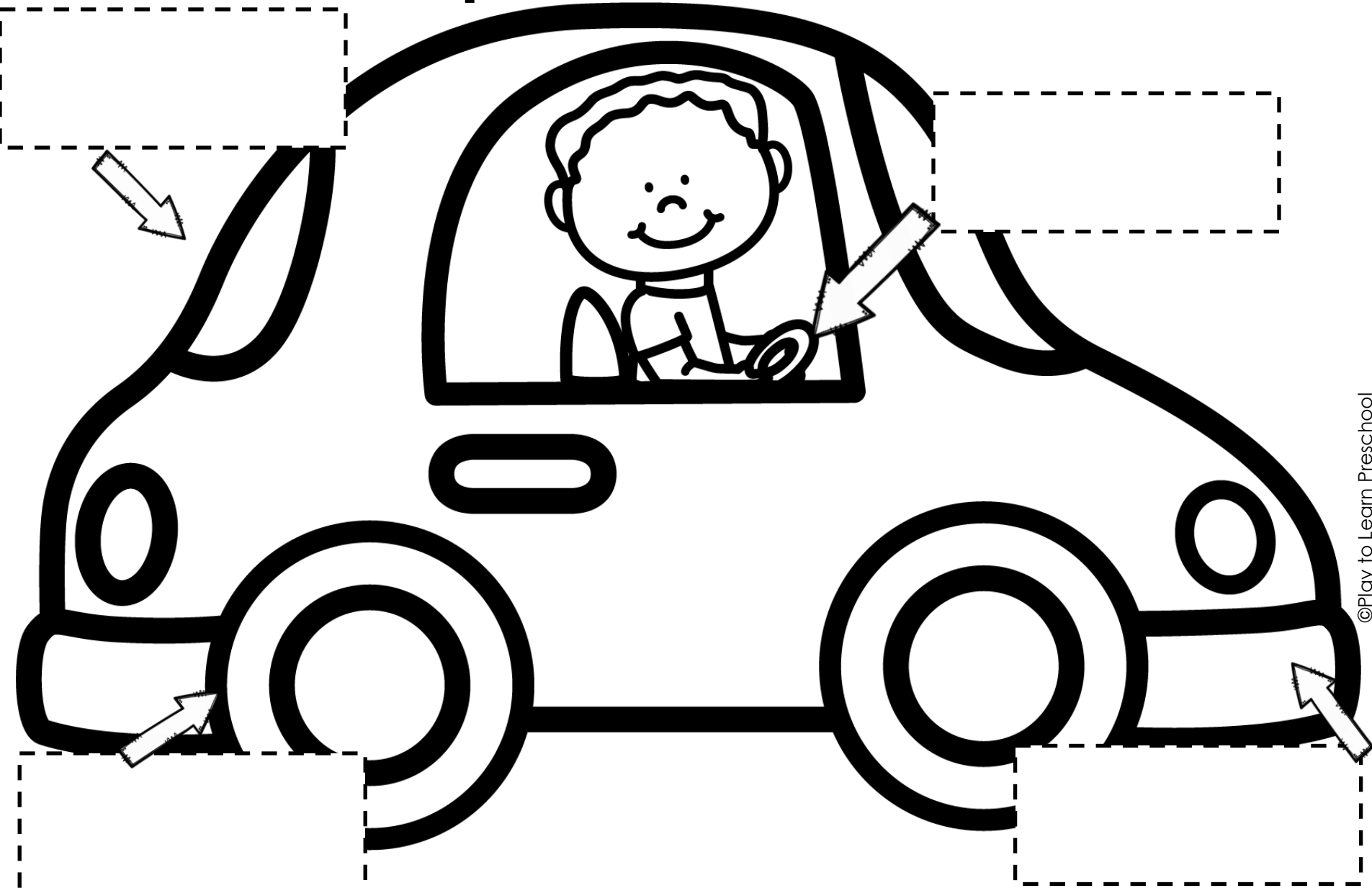
door

I can label the parts of a car.



Name _____

I can label the parts of a car.



windshield

**steering
wheel**

bumper

tire

windshield

**steering
wheel**

bumper

tire

windshield

**steering
wheel**

bumper

tire

windshield

**steering
wheel**

bumper

tire

windshield

**steering
wheel**

bumper

tire

windshield

**steering
wheel**

bumper

tire

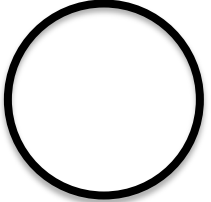
windshield

**steering
wheel**

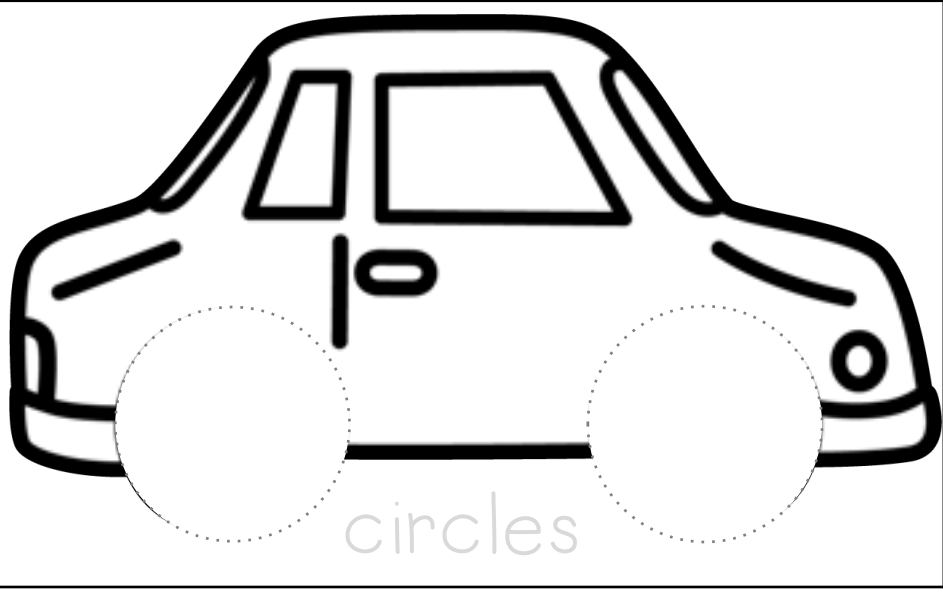
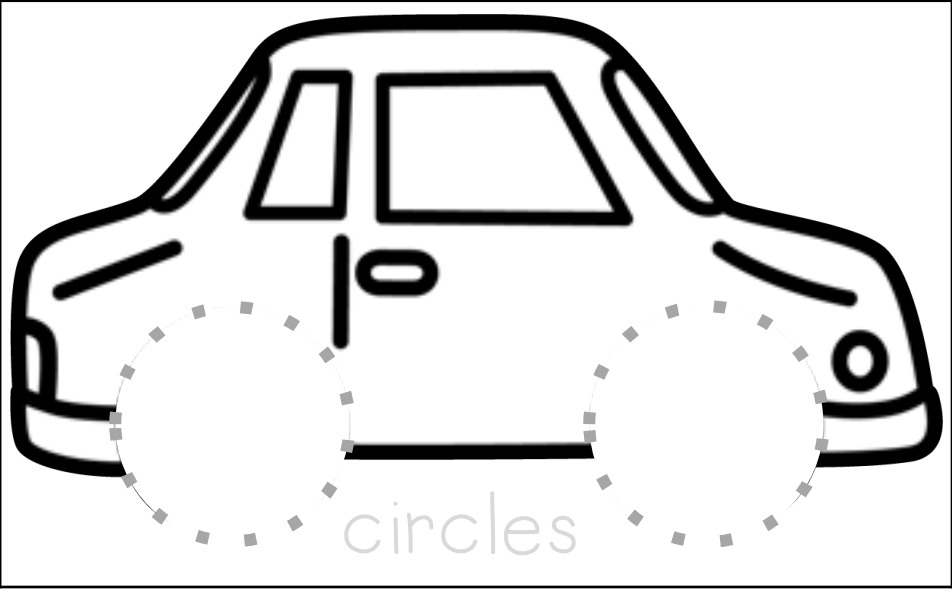
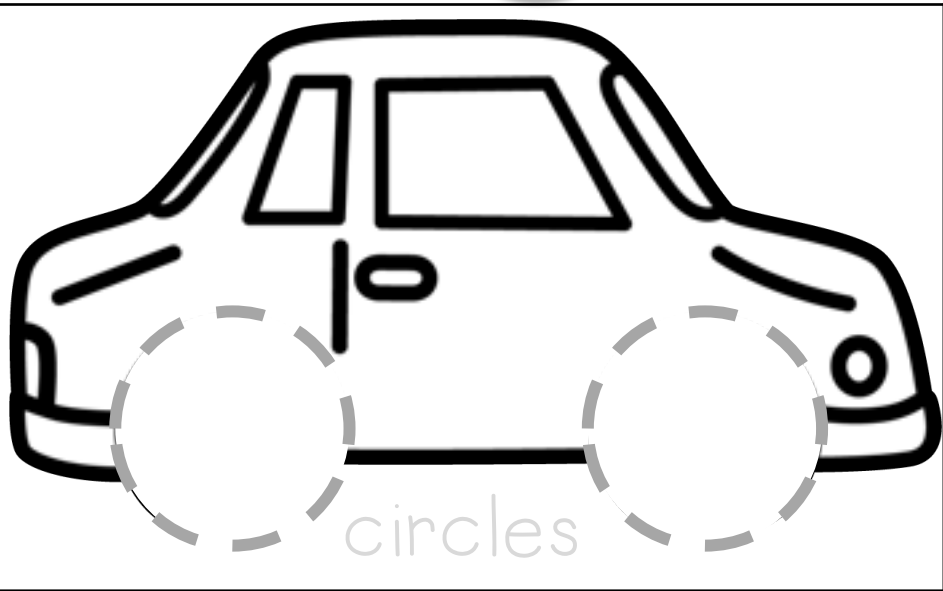
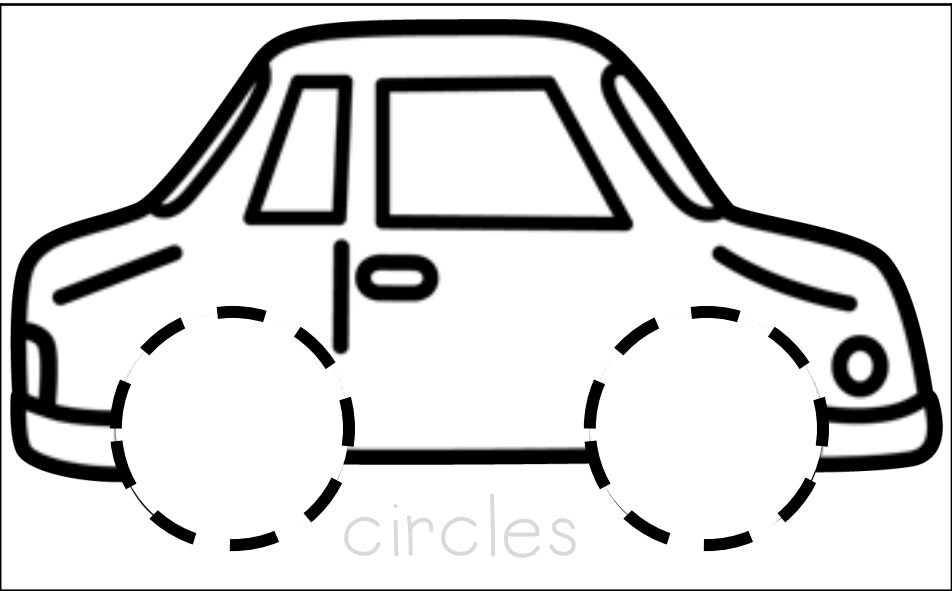
bumper

tire

Name _____



Draw circles to make the wheels on the car.



Zoom, Zoom

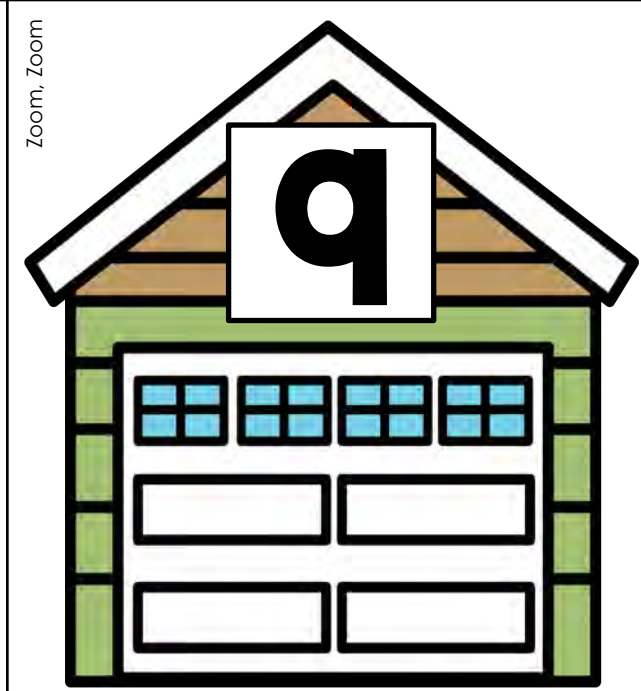
Zoom, zoom in my car
Zoom, zoom near and far.



Turning left and turning right
Where does it park tonight?







Zoom, Zoom



Zoom, Zoom



Zoom, Zoom



Zoom, Zoom



Zoom, Zoom



©Play to Learn Preschool

Cut out the car

Boats

All about boats

Boats and ships can be used for the transportation of people or things. Sometimes boats use engines to move; other times boats are human-powered!

Objectives:

- The students will notice similarities and differences.
- The students will actively participate in conversations.

Activities:

1. Show the photograph posters of different types of boats.
2. Discuss the different types of boats. Ask students what they notice is the same about all of the boats. What is different about the boats?
3. Sing the action song called "Sailboat." Use the prop cards when singing each verse.



Extension Idea:

Teach the ASL sign for **boat**. Cup hands together in the shape of a boat and move hands forward like a bobbing boat.




Sailboat
To the tune of: Have you ever seen a lasso?

Have you ever seen a sailboat,
A sailboat? A sailboat?
Have you ever seen a sailboat
Go this way and that?
Sail this way and that way,
Sail that way and this way,
Have you ever seen a sailboat
Go this way and that?

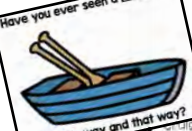
Use the verses and replace **sailboat** with:
rowboat, canoe, motorboat, cruise ship, submarine

Have you ever seen a sailboat?




Sail this way and that way?

Have you ever seen a rowboat?




Row this way and that way?

Have you ever seen a cruise ship?




Cruise this way and that way?

Have you ever seen a submarine?



Float this way and that way?





A row boat travels on the water. Oars are used to make the boat move.



This is a big, fancy yacht. This type of boat moves very fast in the water.



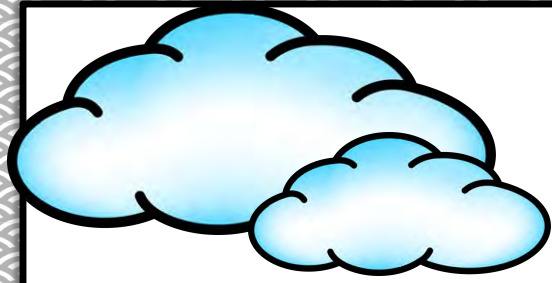
A sailboat uses the power of the wind to make it move.



A cruise ship takes passengers to faraway places for vacation.



A cargo ship transports huge containers of goods across the sea.



Sailboat

To the tune of: Have you ever seen a lassie?

Have you ever seen a sailboat,
A sailboat? A sailboat?

Have you ever seen a sailboat
Go this way and that?

Sail this way and that way.

Sail that way and this way.

Have you ever seen a sailboat
Go this way and that?

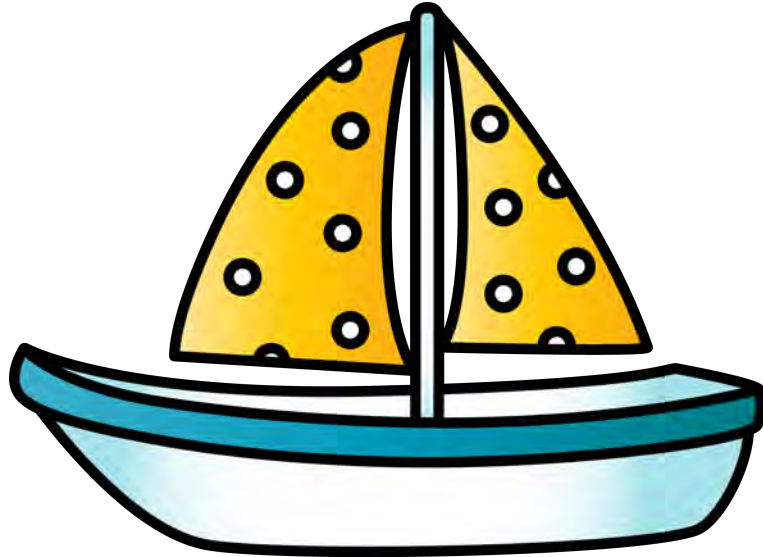
Repeat the verses and replace sailboat with:

row boat
cruise ship
submarine



Sailboat Song

Have you ever seen a sailboat



sail this way and that way?

Sailboat Song

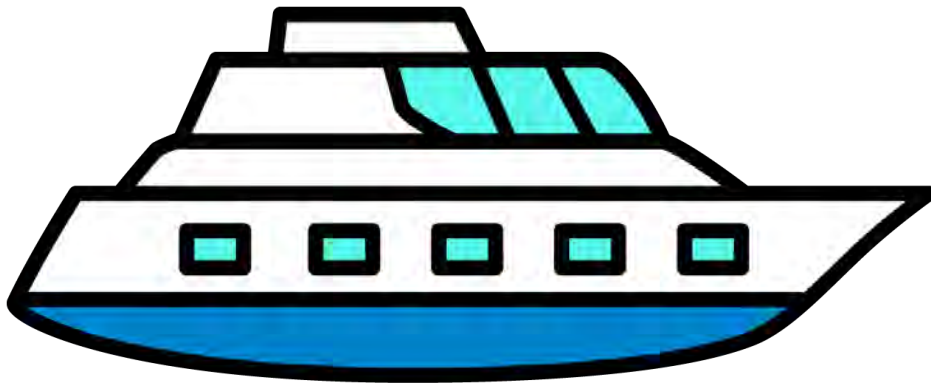
Have you ever seen a rowboat



row this way and that way?

Sailboat Song

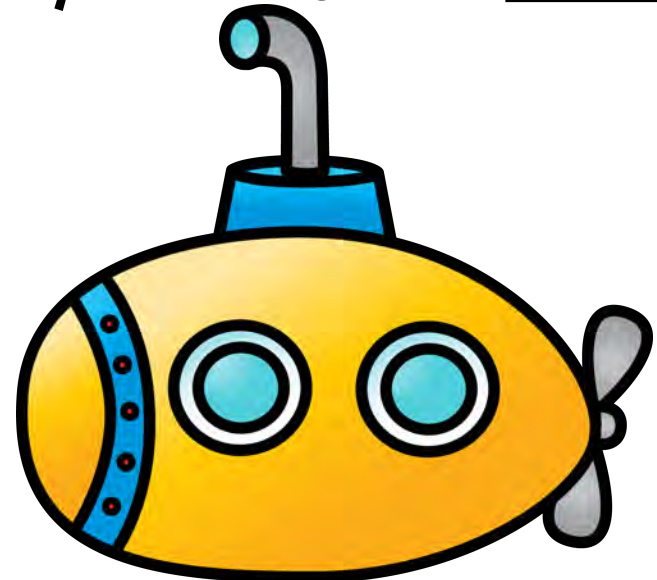
Have you ever seen a cruise ship



cruise this way and that way?

Sailboat Song

Have you ever seen a submarine



float this way and that way?

Kid-Powered

All about transportation powered by the body

Day 6
lesson
plans

Engage students in a discussion about types of transportation that they are able to control with their own bodies.

Objectives:

- The students will answer simple questions.
- The students will demonstrate an understanding of print concepts (labeling a picture).

Activities:

1. Use the photographs to discuss the types of transport people are able to control with their bodies.
2. Take a poll. Students use name cards or post-it notes to “vote” for their answer on a bar graph. Do you know how to ride a bike? And/or: How did you get to school today?
3. Use knowledge about bicycles to label different parts of a bike.

Do you know how to ride a **bike**?

Yes, I do.

No, not yet.

Avery

Henri

How did you get to **school** today?

I came on a bus.

I walked to school.

I rode in a car or van.

I rode my bike or scooter.

Alice

Charley

Emma

Max

Anna

Carson

Greggy

Extension Idea:

Teach the ASL sign for **bicycle**. Move both hands around as if they are pedals on a bike.



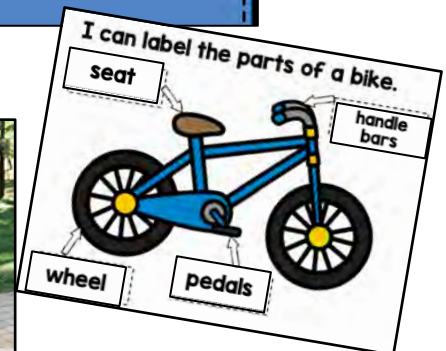
Bikes are a fun way to travel.



Walking is an excellent form of body-powered transportation.



Riding a scooter takes good balance and strong legs.



I can label the parts of a bike.



Bikes are a kid-powered type of transportation.



Riding a scooter requires good balance and strong legs.



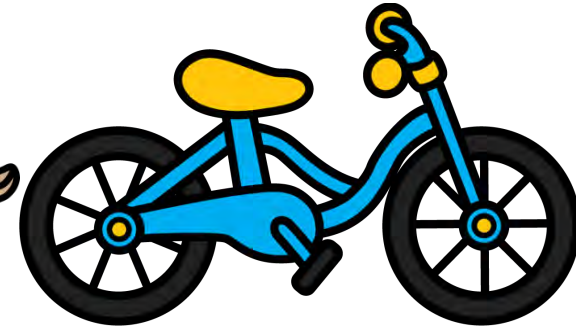
Walking is an excellent form of people-powered transportation.



Do you know how to ride a
bike?



**Yes,
I do.**



No, not yet.

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How did you get to
school today?



I came
on a
bus.



I
walked
to school.

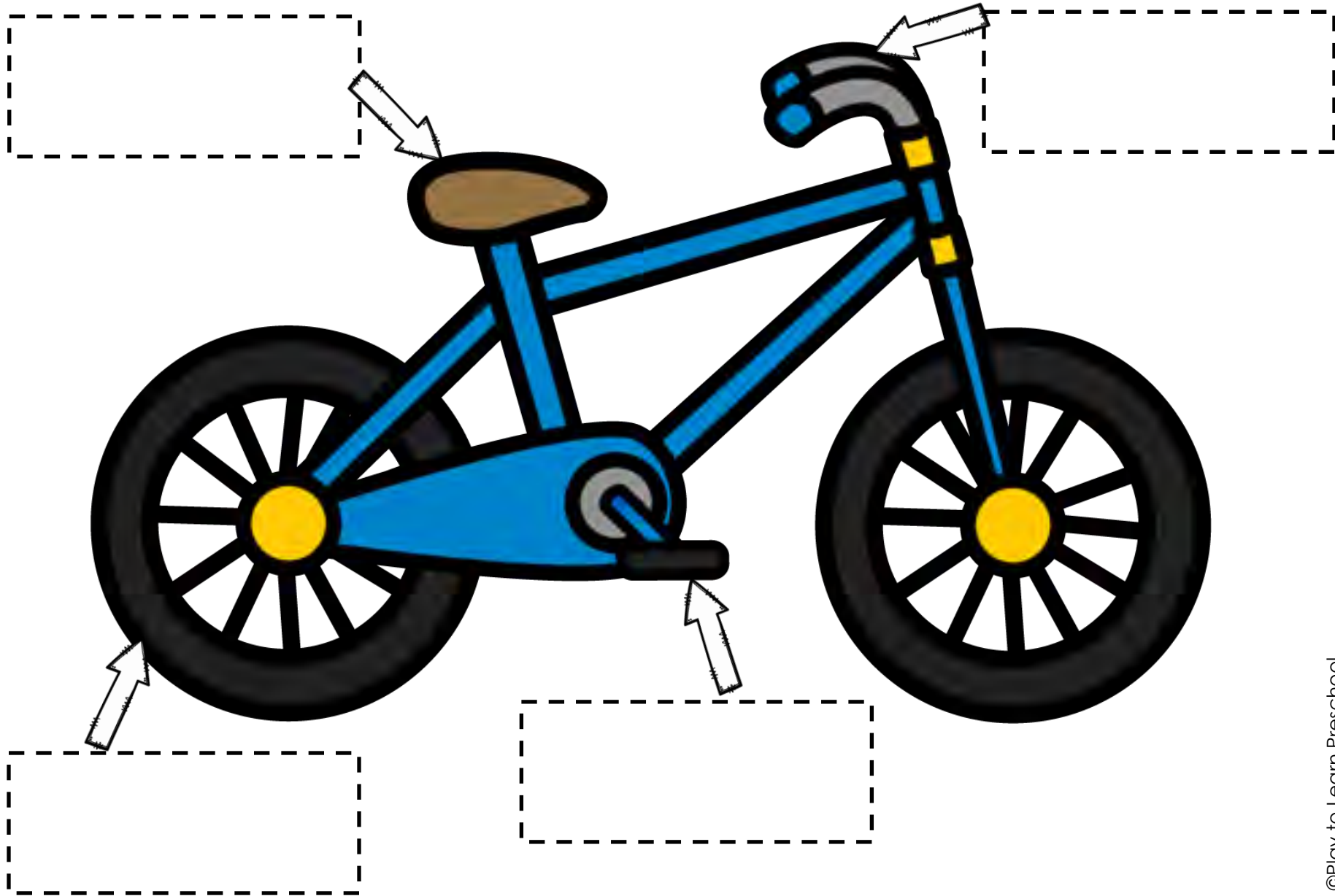


I rode
in a
car or
van.



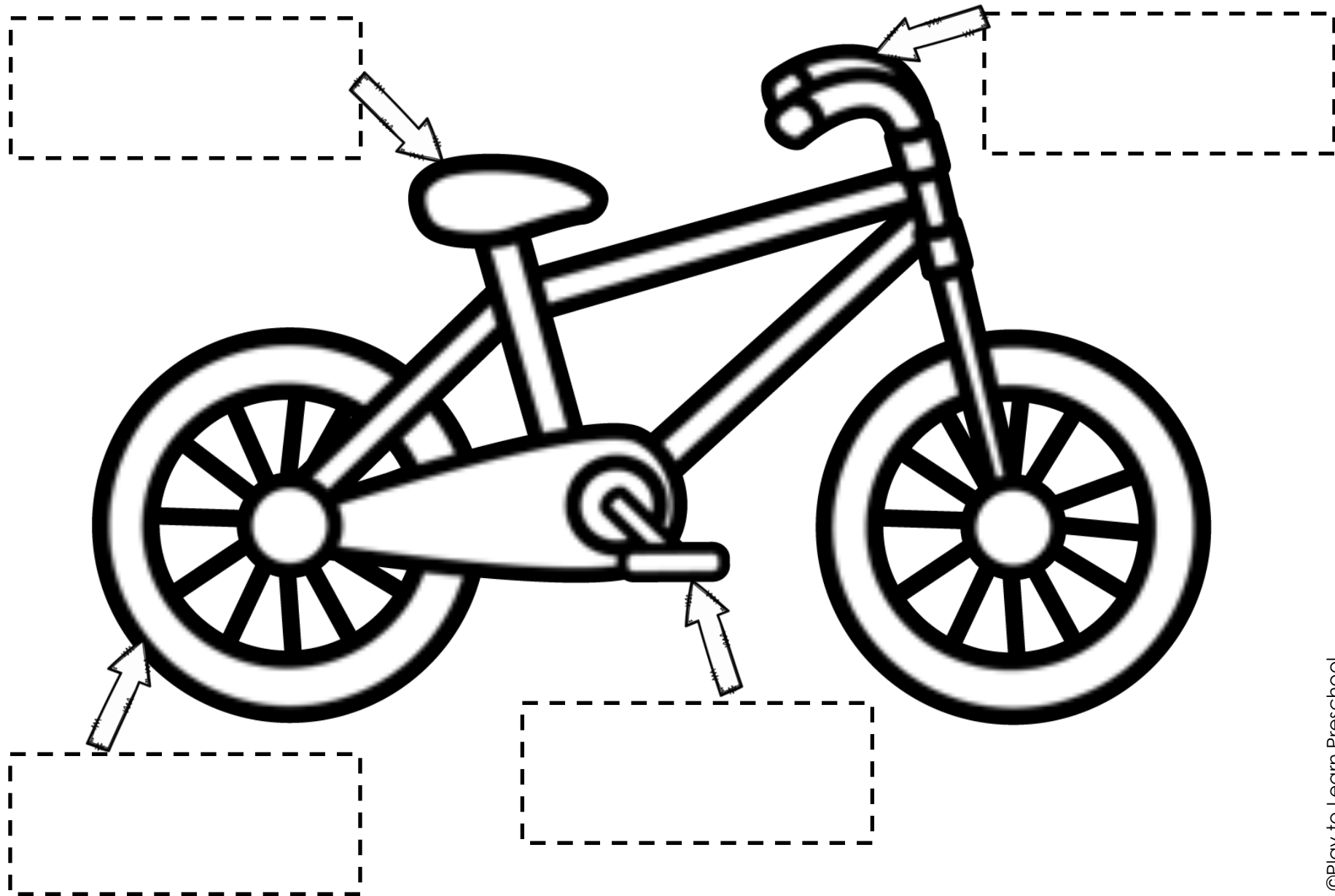
I rode
my
bike or
scooter.

I can label the parts of a bike.



Name _____

I can label the parts of a bike.



seat

**handle
bars**

pedals

wheel

seat

**handle
bars**

pedals

wheel

seat

**handle
bars**

pedals

wheel

seat

**handle
bars**

pedals

wheel

seat

**handle
bars**

pedals

wheel

seat

**handle
bars**

pedals

wheel

seat

**handle
bars**

pedals

wheel

Other Types

Other transportation

Day 7
lesson
plans

There are many other types of transportation that can be used to get to the places we need to go.

Objectives:

- The students will actively participate in conversations.
- The students will play with words, sounds and rhymes.
- The students will use one-to-one correspondence to count sets of 5.

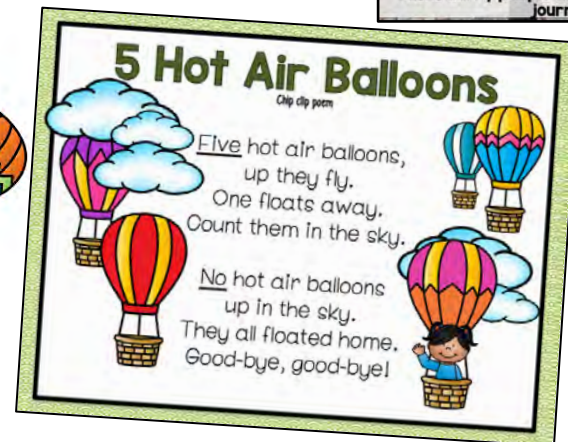
Activities:

1. Show the real pictures of other types of transportation.
2. Engage in discussion questions. Would you like to use this type of transportation? Which transportation would be the most fun to ride?
3. Recite the chip clip poem, "5 Hot Air Balloons." Remove a hot air balloon clip from the cloud as the poem counts down.



Extension Idea:

Play red light, green light.
When you hear "green light,"
move your body. When you
hear "red light," stop moving.





A helicopter uses blades to move high into the sky.



**Hot-air balloons carry people up
in the air in a basket.**



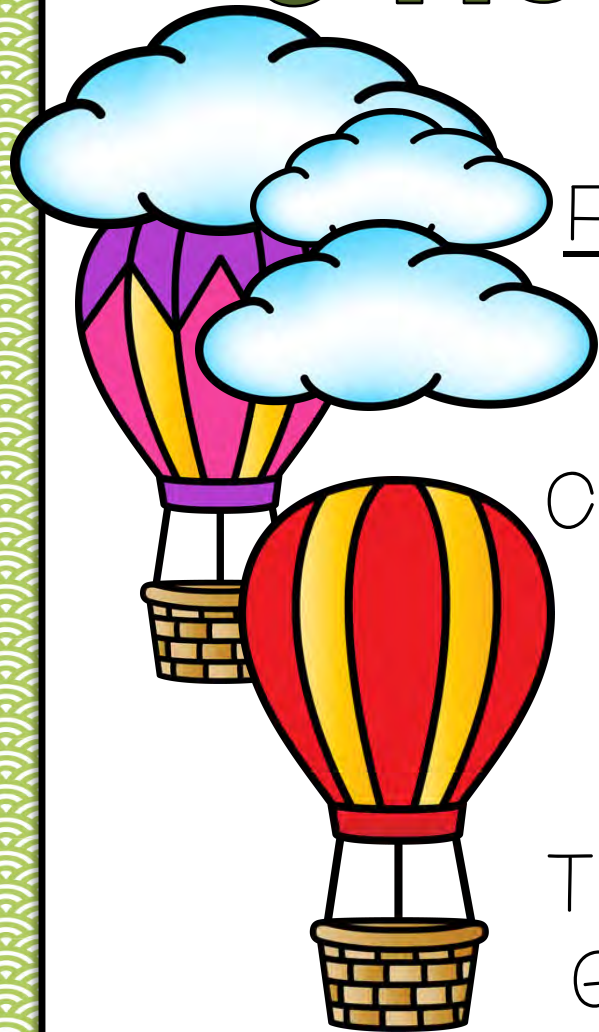
Mopeds are a great way to get around a city.



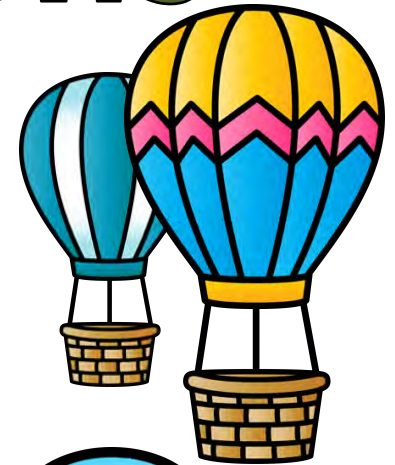
**Buses carry people around town
or on long journeys.**

5 Hot Air Balloons

Chip clip poem

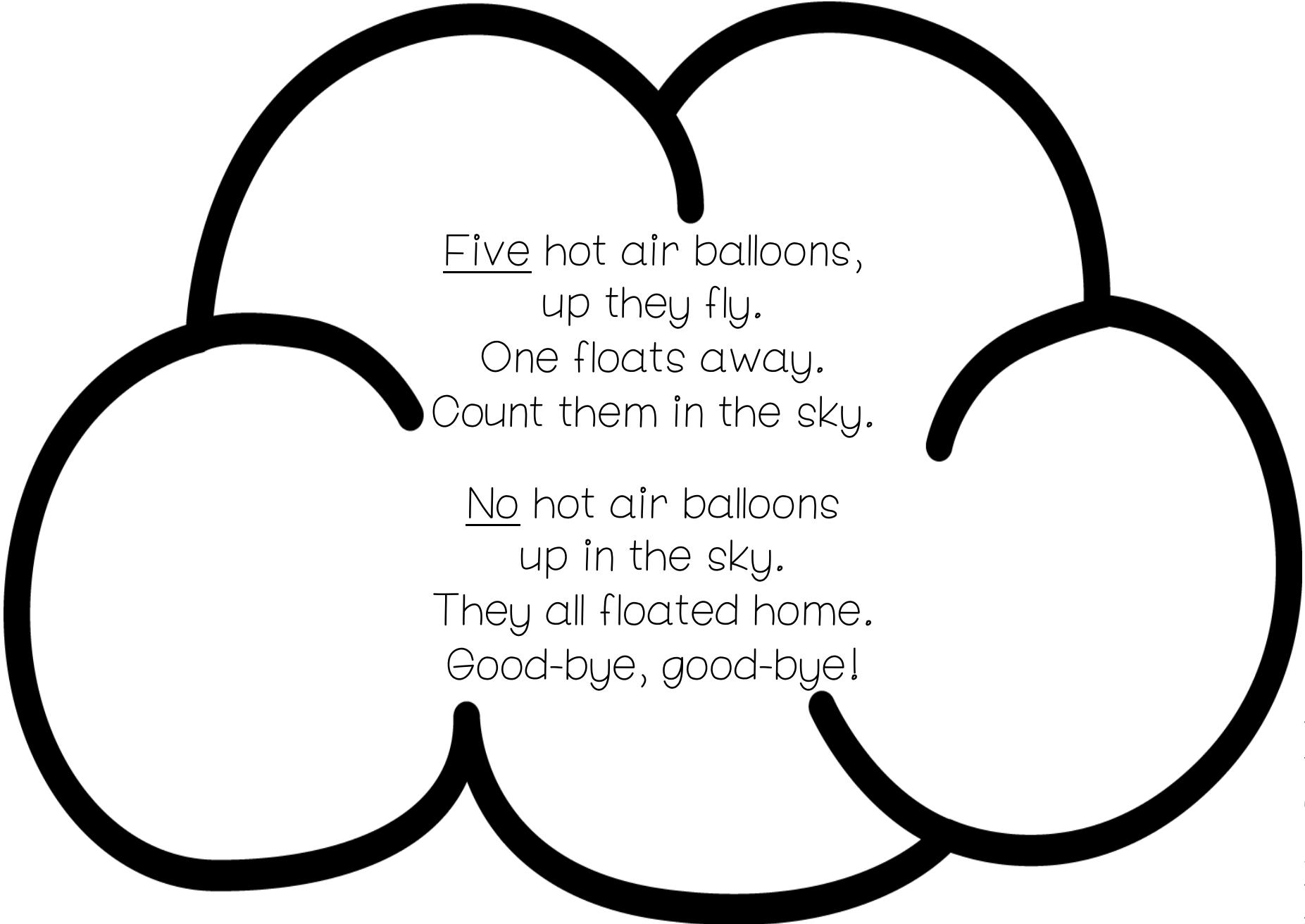


Five hot air balloons,
up they fly.
One floats away.
Count them in the sky.



No hot air balloons
up in the sky.
They all floated home.
Good-bye, good-bye!





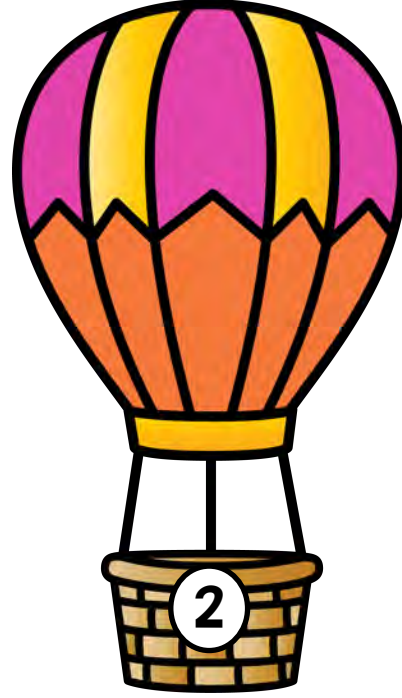
Five hot air balloons,
up they fly.
One floats away.
Count them in the sky.

No hot air balloons
up in the sky.
They all floated home.
Good-bye, good-bye!

5 Hot Air Balloons



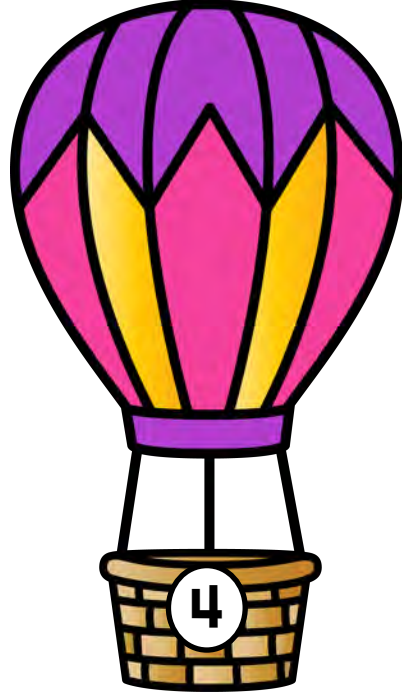
5 Hot Air Balloons



5 Hot Air Balloons



5 Hot Air Balloons

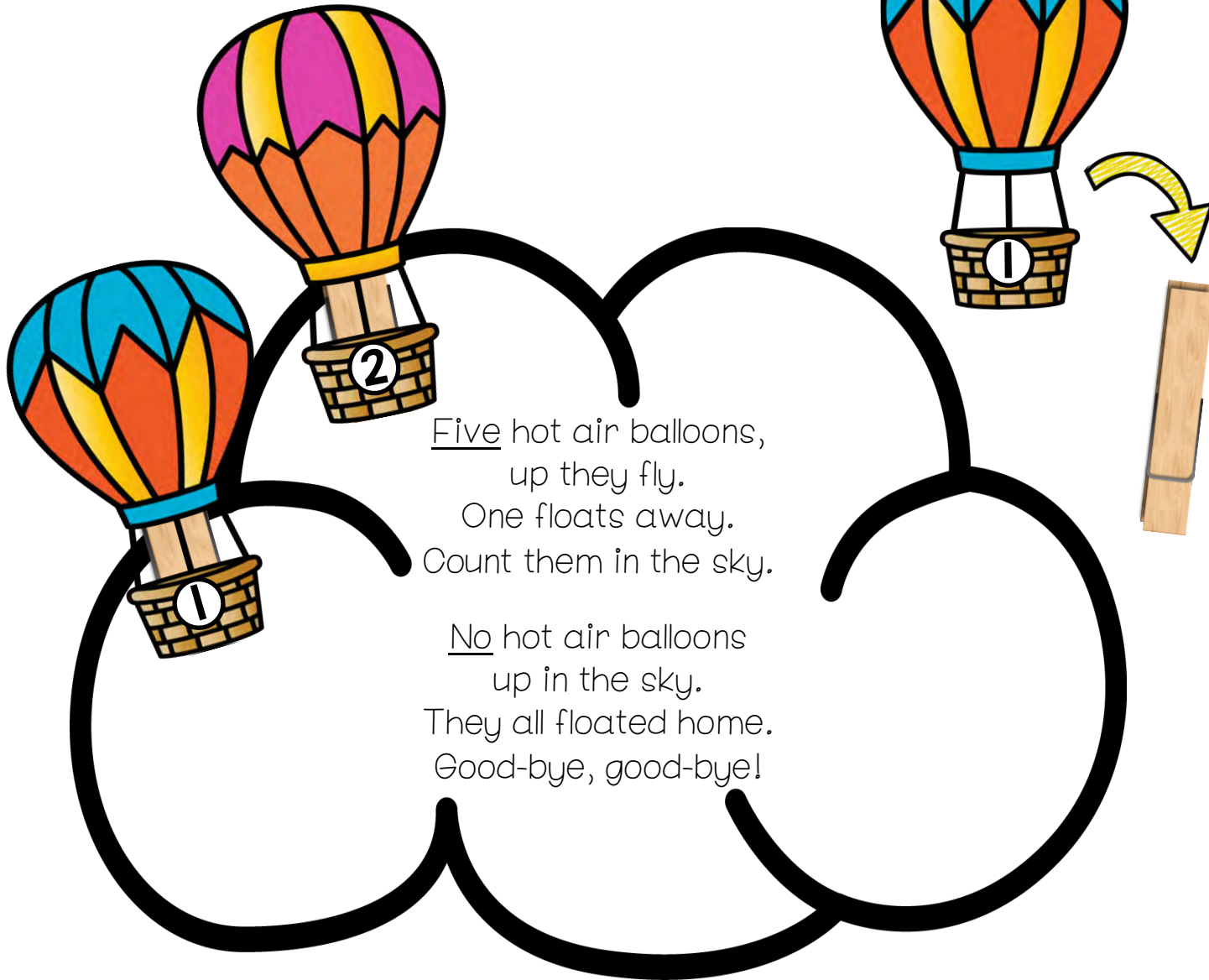


5 Hot Air Balloons



©Play to Learn Preschool

Attach hot air balloons to clothes pin.



Five hot air balloons,
up they fly.
One floats away.
Count them in the sky.

No hot air balloons
up in the sky.
They all floated home.
Good-bye, good-bye!

Clip hot air balloons to cloud.



Animal Transportation

All about special animals that help us go.

Day 8
lesson
plans

Some animals are used for transportation. Some of these include horses, camels and dog sleds.

Objectives:

- The students will actively participate in conversations.
- The students will answer questions.
- The students will demonstrate basic locomotor skills.
- The students will show balance while moving.

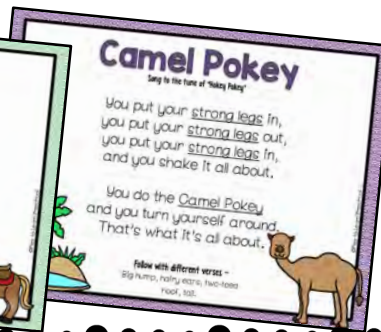
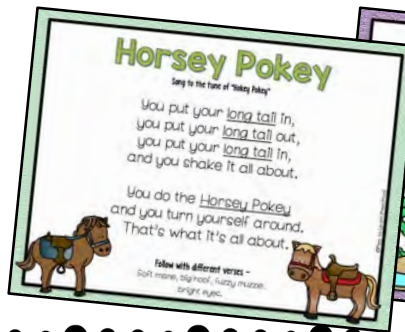
Activities:

1. Show the real pictures of transportation provided by animals.
2. Engage in discussion questions. Would you like to use this type of transportation? Which transportation would be the most fun to ride? What makes these animals good to use for transportation?
3. Sing either the Camel Pokey or the Horsey Pokey and perform the actions within the songs.
4. Take a poll - Students use name cards or post-it notes to "vote" for their answer on a bar graph. Have you ever ridden a horse?



Extension Idea:

Draw a big road map with sidewalk chalk. Make sure to add lots of details like houses and trees. Add toy horses or cars.



Have you ever ridden a horse?	
Yes, I have.	No, not yet.
Avery	Henri
Olivia	Anna
Frank	Greggy
Julian	



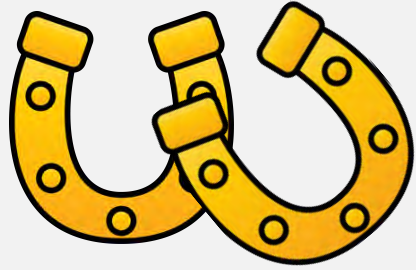
Horses are able to travel a long distance which makes them a great form of transportation.



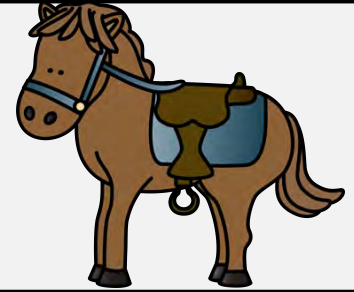
Camels are used for transportation in the desert.



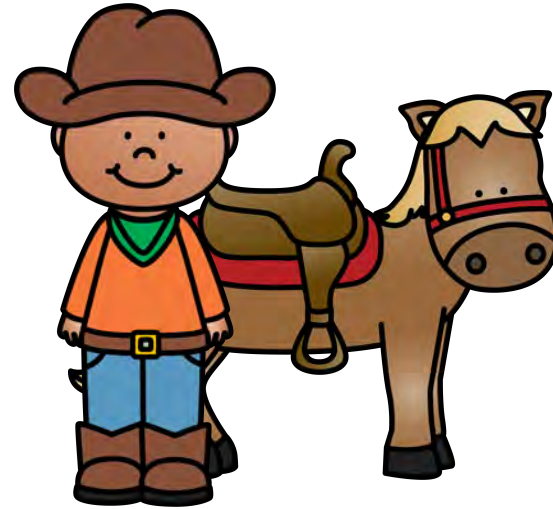
Dogs are used to pull sleds for transportation in the snow.



Have you ever ridden a **horse**?



Yes,
I have.



No,
not yet.

Camel Pokey

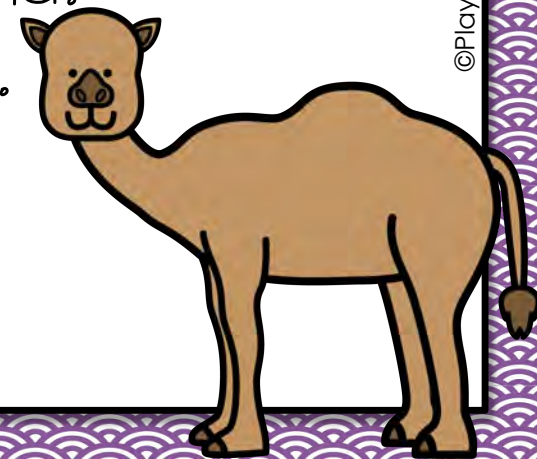
Song to the tune of "Hokey Pokey"

You put your strong legs in,
you put your strong legs out,
you put your strong legs in,
and you shake it all about.

You do the Camel Pokey
and you turn yourself around.
That's what it's all about.

Follow with different verses -

Big hump, hairy ears, two-toed
hoof, tail.



Horsey Pokey

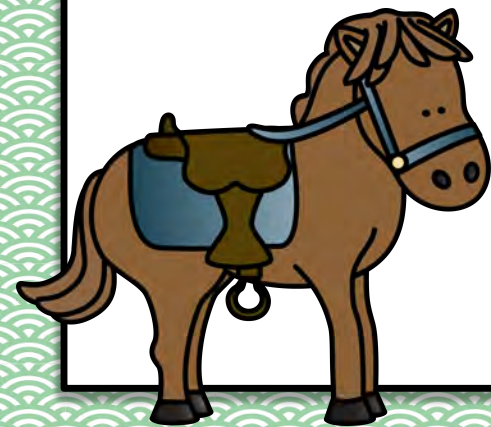
Song to the tune of "Hokey Pokey"

You put your long tail in,
you put your long tail out,
you put your long tail in,
and you shake it all about.

You do the Horsey Pokey
and you turn yourself around.
That's what it's all about.

Follow with different verses -

Soft mane, big hoof, fuzzy muzzle,
bright eyes.



Air-Land-Sea

How does it travel?

Day 9
lesson
plans

Each type of transportation travels in its own special way either in the air, on the land, or on water.

Objectives:

- The students will classify objects by their property (use).
- The students will recognize complex patterns.

Activities:

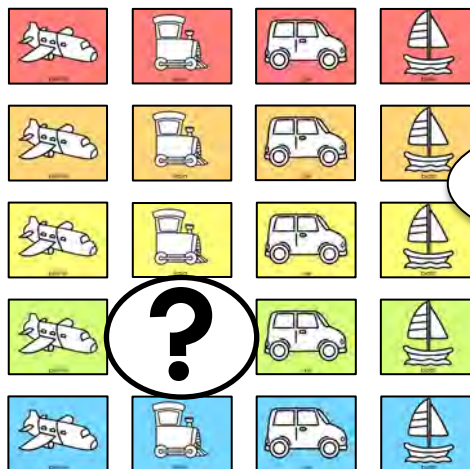
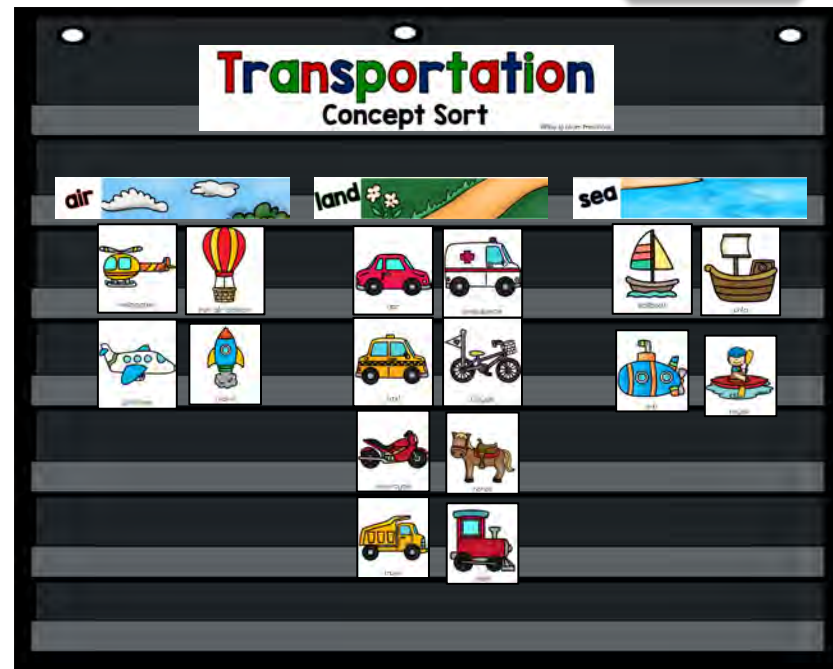
1. Sort the pictures of different types of transportation into 3 groups. Does it travel in the air, on the land, or on the water?
2. Play the grid game.

To Play:

- Copy the attached page onto 4-5 different colors of paper.
- Create a grid where each column has the same picture and each row is the same color. Discuss the pattern and relationship of the cards.
- Students close their eyes while the teacher removes 1 card.
- Students use their knowledge of patterns to determine which card (color and picture) is missing.

Extension Idea:

Make puffy cloud paint by mixing equal parts white school glue with shaving foam. Use a brush or your fingers to paint clouds on blue paper.



Which one is missing?

Transportation

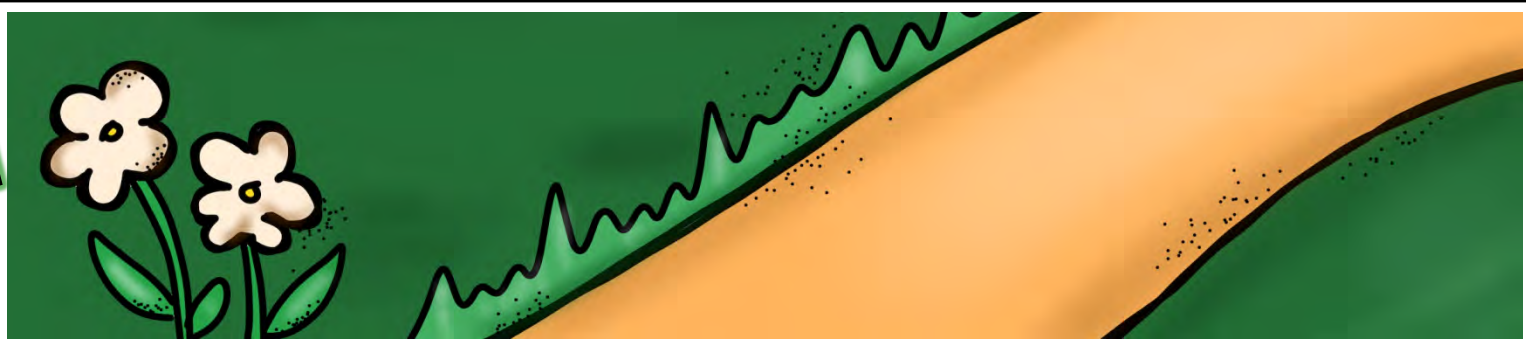
Concept Sort

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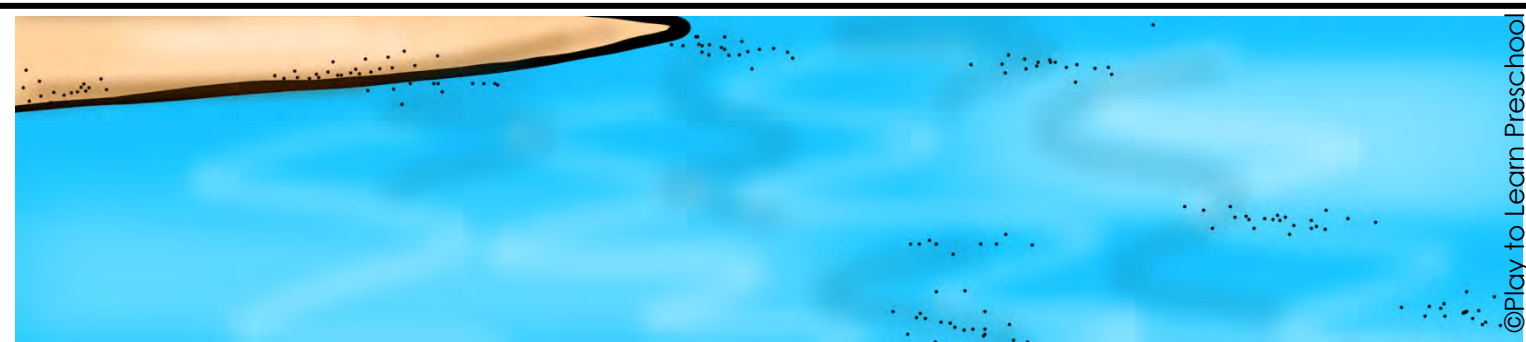
air

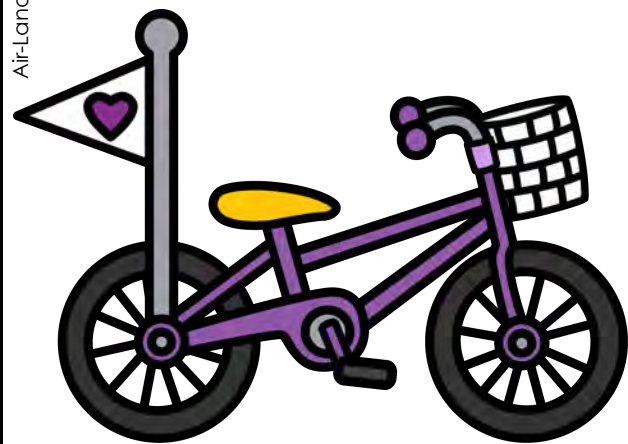


land

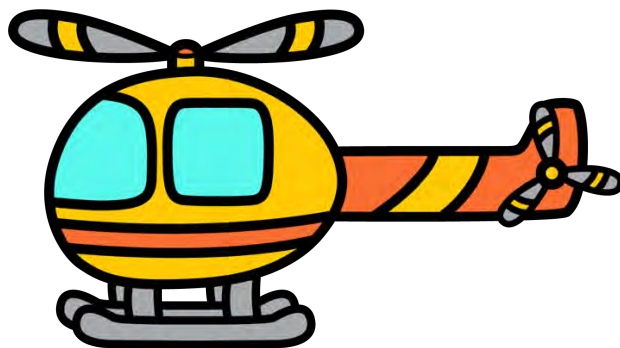


sea





bicycle



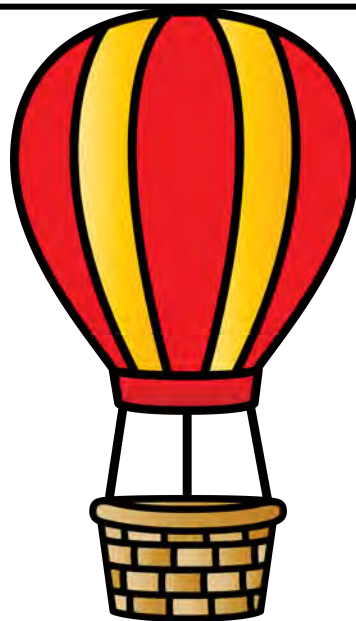
helicopter



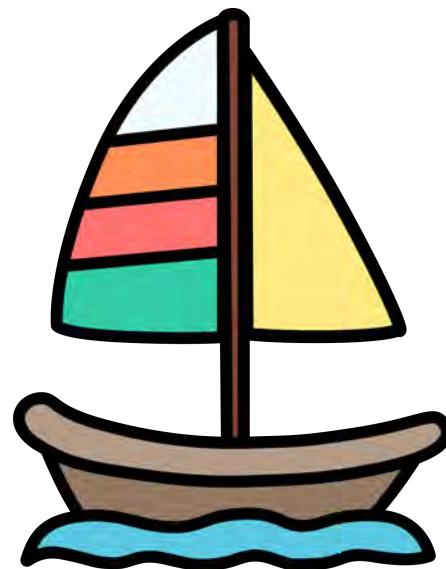
car



taxi



hot air balloon



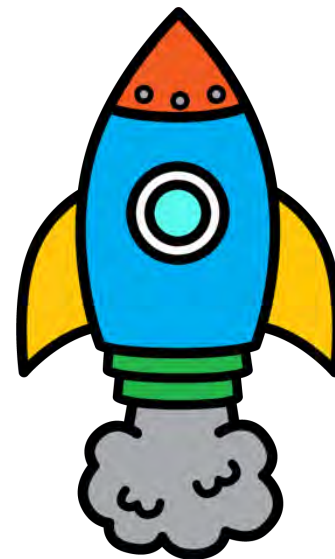
sailboat



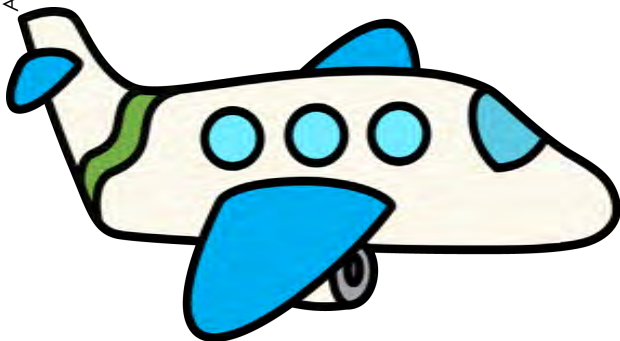
ship



ambulance



rocket



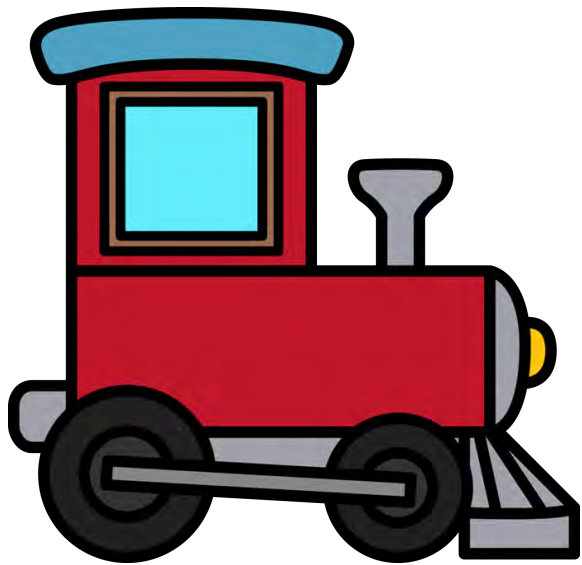
airplane



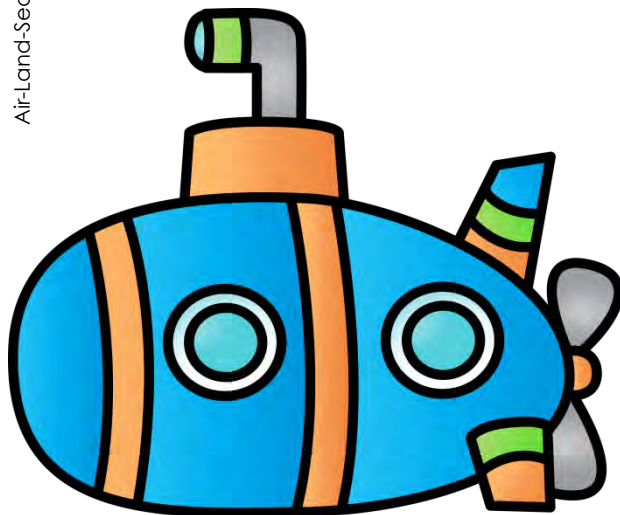
motorcycle



van



train



submarine



kayak



dump truck



horse



tractor



canoe



jet ski



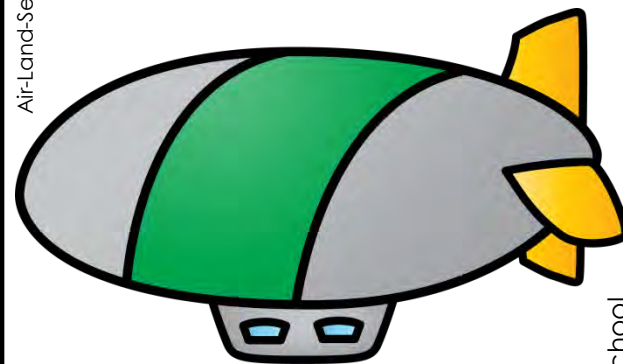
feet



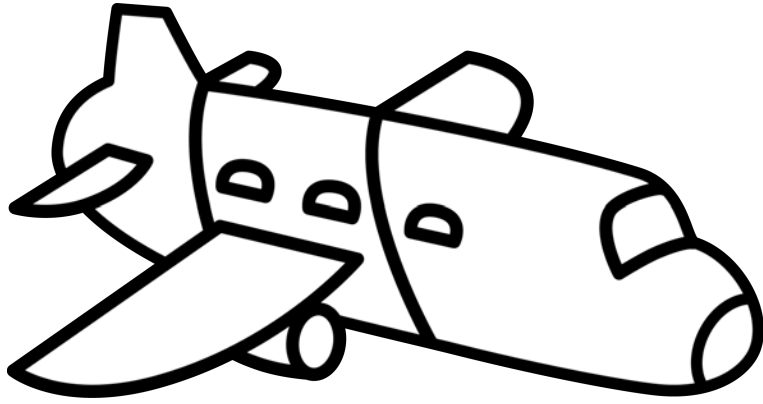
bus



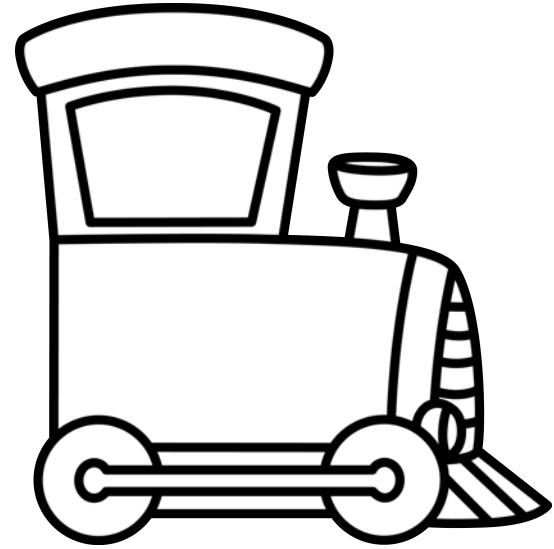
boat



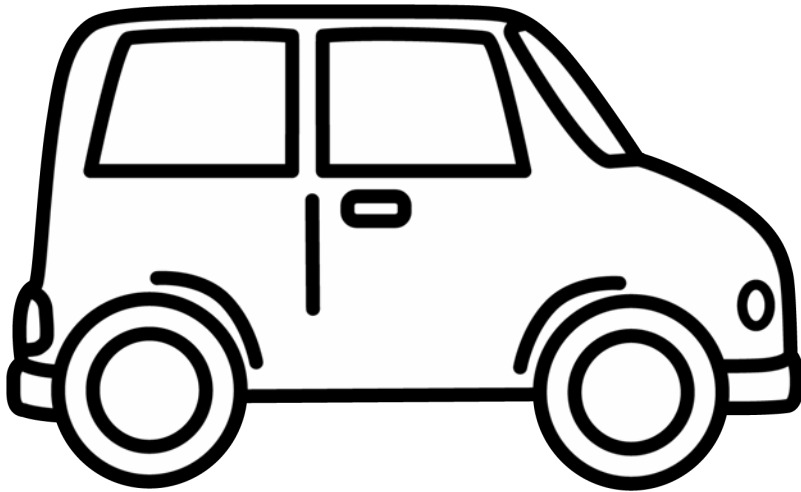
blimp



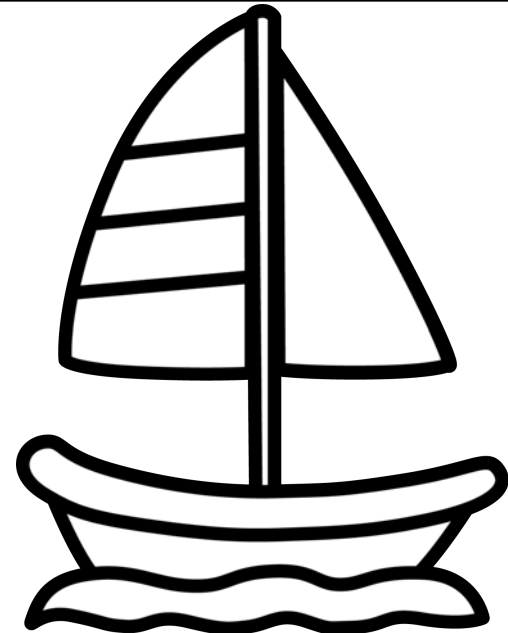
plane



train



car



boat

Things that Go!

Unit Conclusion

Day 10
lesson
plans

To conclude the unit, help the students summarize what they have learned about different types of transportation.

Objectives:

- The students will actively participate in conversations by asking and answering questions.
- The students will engage in pretend play.

Activities:

1. Read 1 of the 6 poems.
2. Act out each of the different types of transportation depicted in the poems.
3. Choose 1 set of header cards (Big/Small, Fast/Slow, Loud/Quiet or Wheels/No Wheels).
4. Invite the students to sort the vehicles according to their attributes.

Extension Idea:

Drive toy cars or trucks through paint to make tire tracks. When you're done, wash the cars in a sink full of soapy water.

It drives down the Shiny red, green or

It chugs along the Going choo-choo-ch

It speeds through the clouds Flying zoom-zoom-zoom!

I pedal on the path. Ding-Ding, I'm coming thro

A bike is transportation. Can you ride it too?

It glides across the r Saying toot-toot-toot

A boat is transportation. Can you ride it too?

It gallops on the fa Wearing special sho

A horse is transportation. Can you ride it too?

Sorting cards for transportation attributes:

- Header cards:**
 - Yellow: BIG (with gift icon) and small (with gift icon)
 - Green: quiet (with girl icon) and loud (with boy icon)
 - Blue: fast (with girl icon) and slow (with turtle icon)
 - Red: wheels (with wheel icon) and no wheels (with no wheel icon)
- Vehicle cards:** A collection of various vehicles including a car, train, airplane, bicycle, boat, horse, truck, bus, and motorcycle, each with a small illustration.

**It drives down the road
Shiny red, green or blue!**



**A car is transportation.
Can you ride it too?**

**It chugs along the track
Going choo-choo-choo!**



**A train is transportation.
Can you ride it too?**

**It speeds through the clouds
Flying zoom-zoom-zoom!**



**A plane is transportation.
Can you ride it too?**

**I pedal on the path,
Ding-Ding, I'm coming through!**



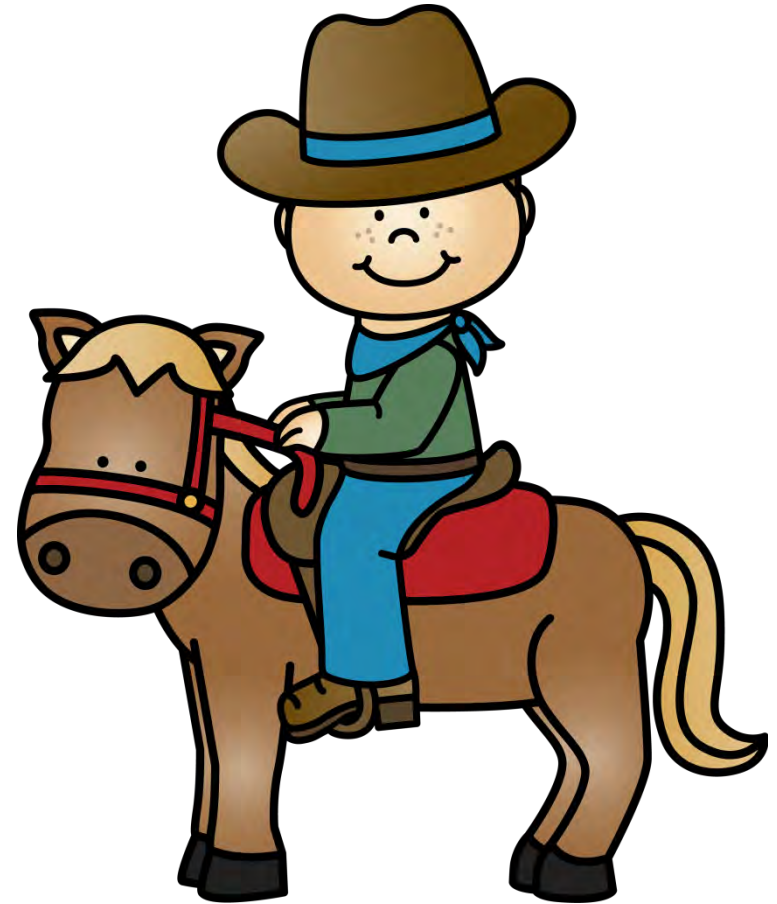
**A bike is transportation.
Can you ride it too?**

**It glides across the river
Saying toot-toot-toot!**



**A boat is transportation.
Can you ride it too?**

**It gallops on the farm
Wearing special shoes.**



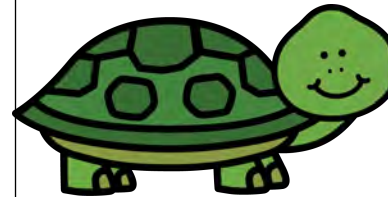
**A horse is transportation.
Can you ride it too?**

Header Cards

Choose one pair of sorting cards for the children to use with the set of vehicle pictures.



fast



slow



loud



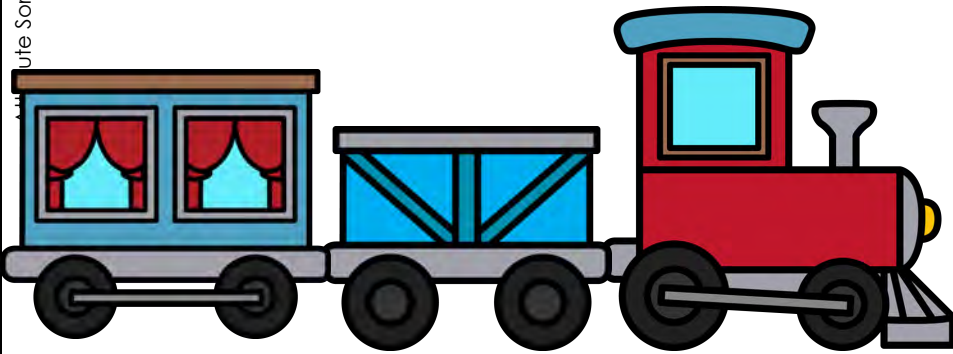
quiet



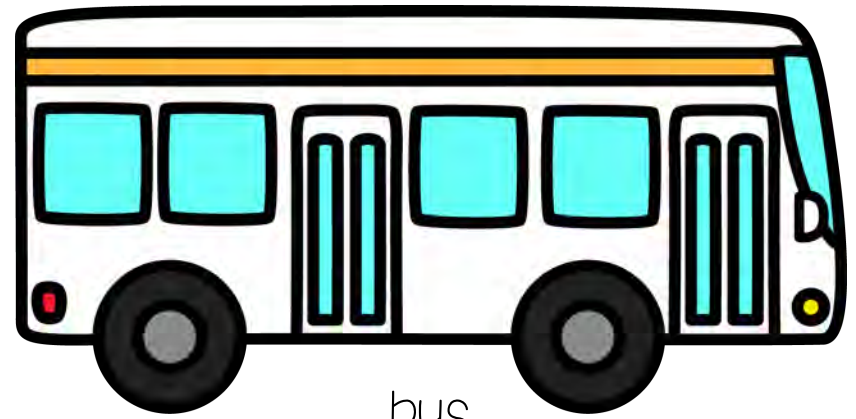
wheels



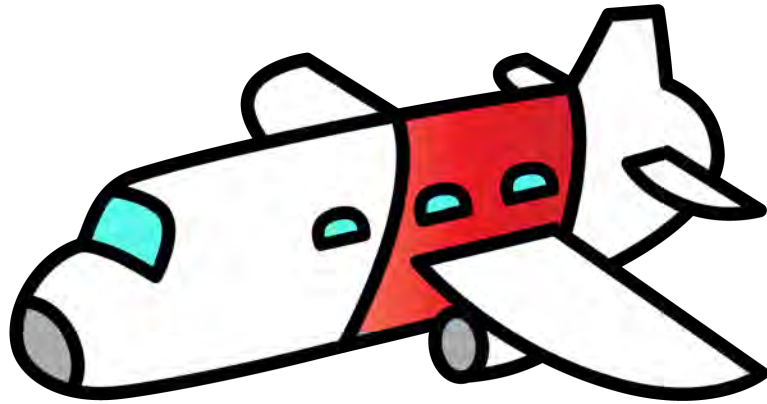
no
wheels



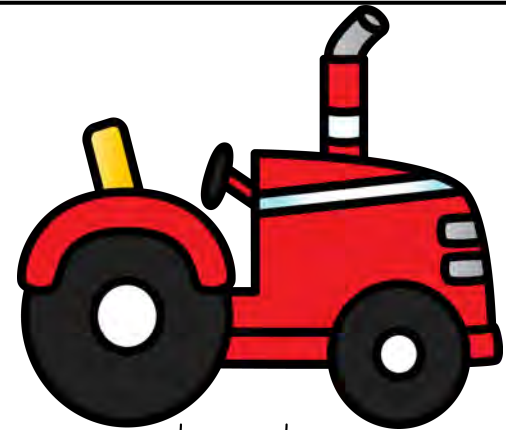
train



bus



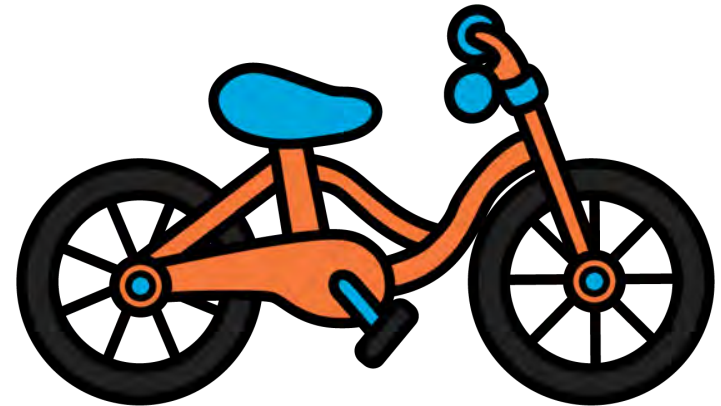
airplane



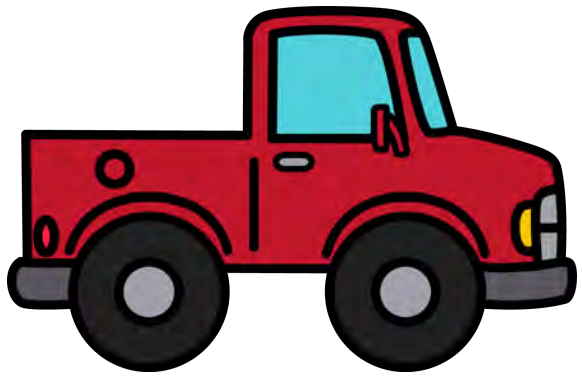
tractor



car



bike



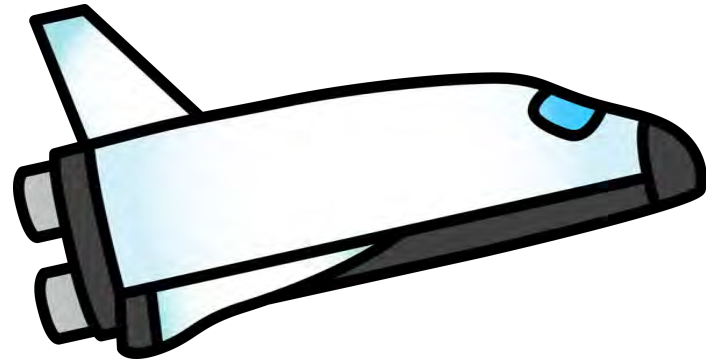
truck



jeep



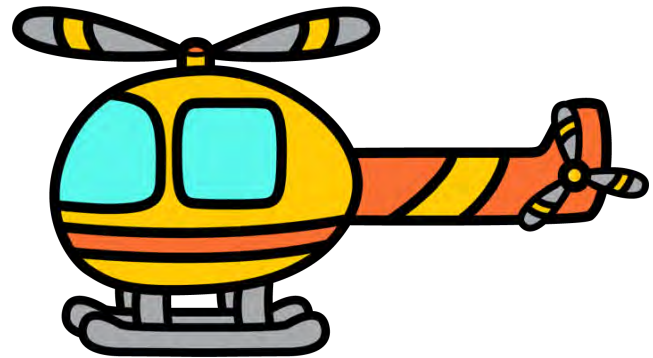
taxi



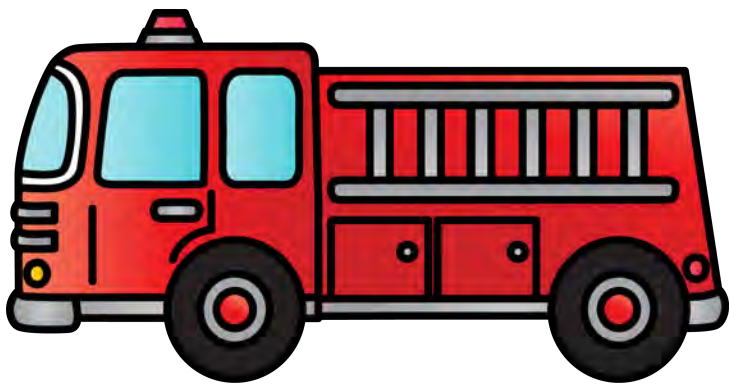
shuttle



canoe



helicopter



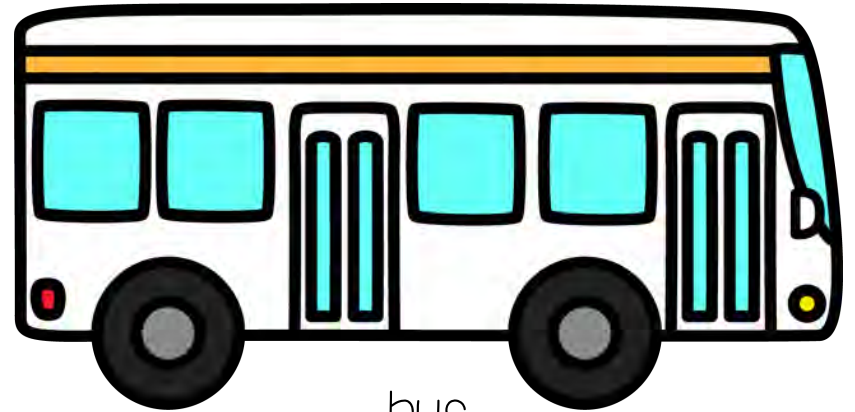
fire truck



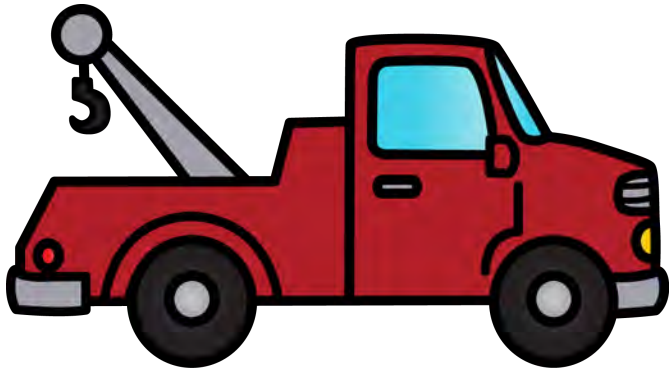
speed boat



police car



bus



tow truck

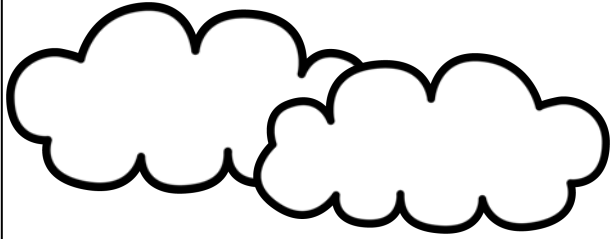


ambulance

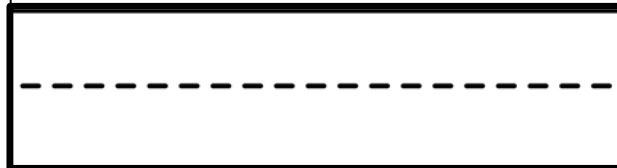
Name _____

I can draw each type of transportation.

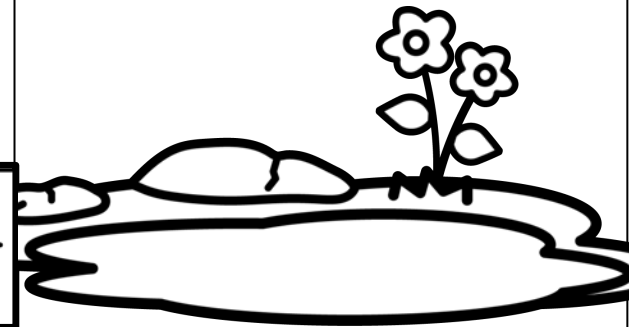
Something that travels in the **air**.



Something that travels on the **land**.



Something that travels on the **water**.



Center Activities

Centers

- Visual Discrimination
- Beginning Sound Sort
- Patterning
- Cutting Practice
- Pre-Writing Paths
- Word Wall
- Matching
- Initial Sound Writing
- Number Order Folder
- Count and Clip Cards
- Drive and Count
- Sequencing
- Book List (recommendations)

Visual Discrimination
Literacy Center
"Which One is Different?"

Objectives: The students will determine which picture is different from the others.

Procedure: Print out the cards and cut to separate. Students place a mini eraser on either corner on the picture that is different.

Beginning Sound Sort
Literacy Center
File Folder Game

Objectives: The students will identify the beginning sound of each word.

Preparation: Copy the picture cards, glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.

Procedure: Students sort the pictures by their beginning sounds- either M or B.

Transportation Patterns
Math Center

Objective: The students will identify and extend simple patterns.

Preparation: Print the pattern cards and planes, train, airplane and cut apart.

Procedure: Students identify the pattern and extend it by placing the next correct piece.

Cutting Practice
Fine Motor Center

Objective: The students will cut along the dotted lines from the bottom of the page to the top.

Procedure: Write a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the line from the bottom to the top.

Pre-Writing Paths
Fine Motor Center

Objective: The students trace the path between the pictures.

Preparation: Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

Procedure: Write a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the line from the bottom to the top.

Word Wall Cards
Literacy Center

Use the cards in a pocket chart to make a transportation word wall. Provide pencils, erasers, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.

Which vehicle is mine?
Matching Center

Objective: The students will match the community helper with their vehicle.

Preparation: Copy each puzzle, laminate and cut apart.

Procedure: Students assemble the 2-piece puzzles.

Initial sounds
Literacy Center
Writing Practice

Objective: The students will trace the first letter of each vehicle.

Preparation: Copy each page and place into a plastic sleeve.

Procedure: Students use a dry erase marker to trace the first letter of each word.

Hot Air Balloons
Math Center
Number Order

Objectives: The students will identify the missing number on each balloon, and locate the correct basket.

Preparation: Copy the balloons and cut apart on the dotted line. Provide a number line for additional support.

Procedure: Students match the balloons to the baskets.

Count and Clip Cards
Math Center
Counting and shape identification

Objective: The students will count the number of dots on each shape and identify the written numbers.

Preparation: Copy each card, laminate and cut apart. Add a basket of clothespins.

Procedure: Students count the dots on each sign and clip a clothespin on the correct number. (A differentiated recording sheet is provided for older students.)

Helpful Hint: For easy self-checking, put a clothespin on the back that will match the correct pin if the answer is correct.

Drive and Count
Math Center
Number cards

Objectives: The students will trace each number and practice counting.

Preparation: Copy each number card. Provide small toy wheels cars for the students to use.

Procedure: Students use their car to arrive along the number. Then, they count that number of cars and place them in the box.

Sequencing
Math Center
Logical thinking

Objectives: The students will put pictures in logical order.

Preparation: Copy each transportation card and cut apart.

Procedure: Order 1-6 of reader cards (smallest to largest, slowest to fastest, quietest to loudest). Then, the students to organize vehicles according to the heading.

Hot Air Balloons
Math Center
Number Order

Objectives: The students will identify the missing number on each balloon, and locate the correct basket.

Preparation: Copy the balloons and cut apart on the dotted line. Provide a number line for additional support.

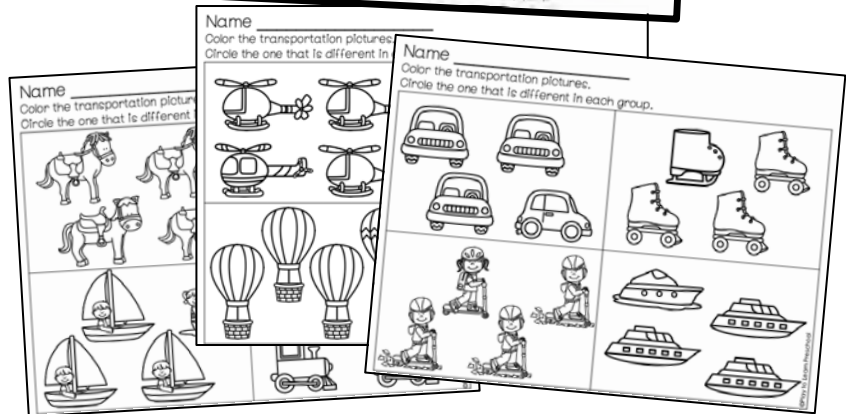
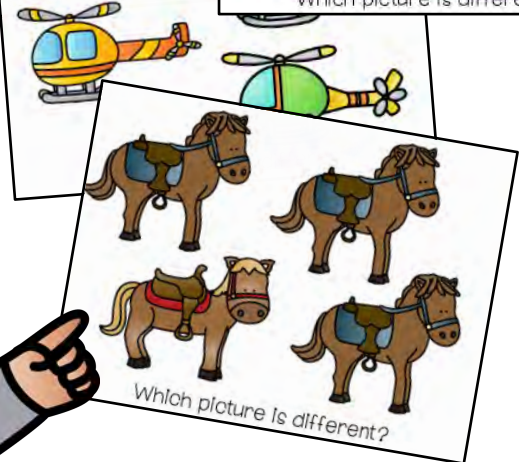
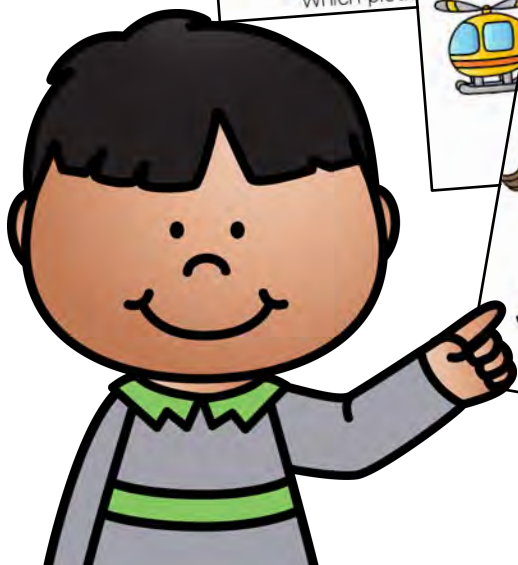
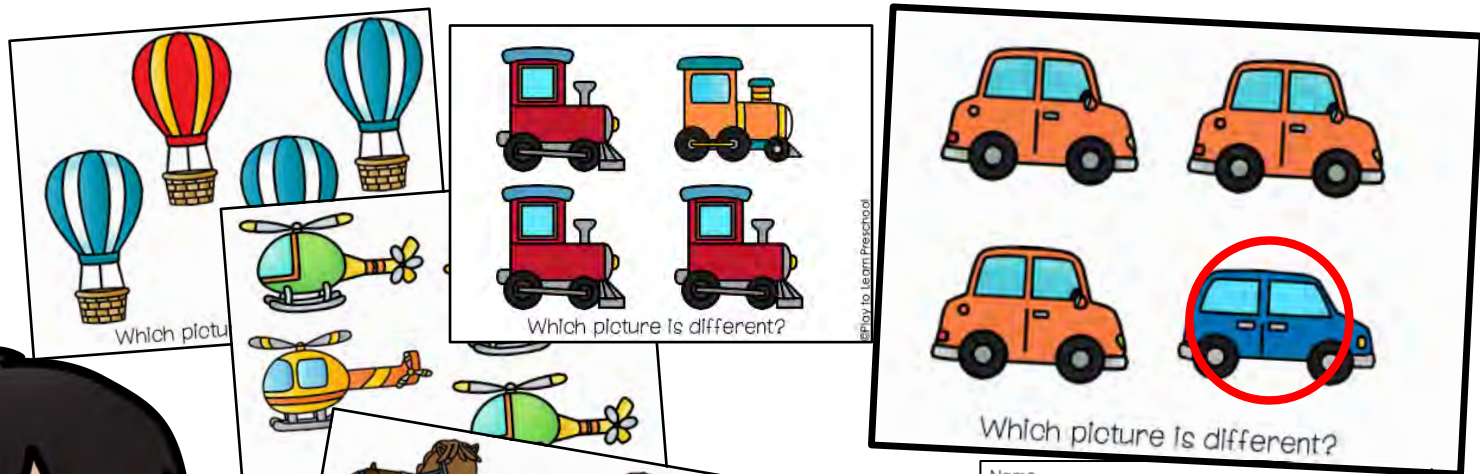
Procedure: Students match the balloons to the baskets.

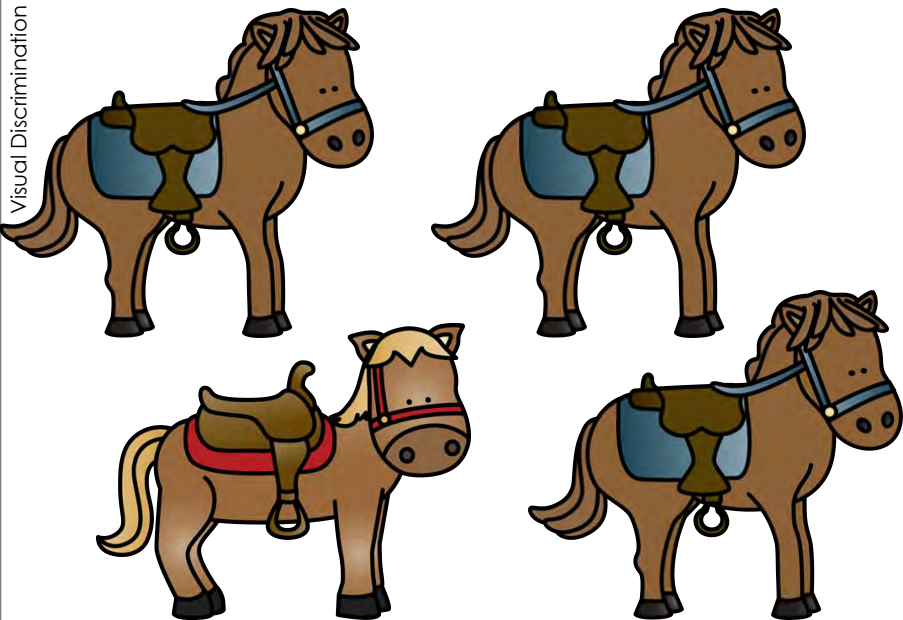
Visual Discrimination

“Which One is Different?”

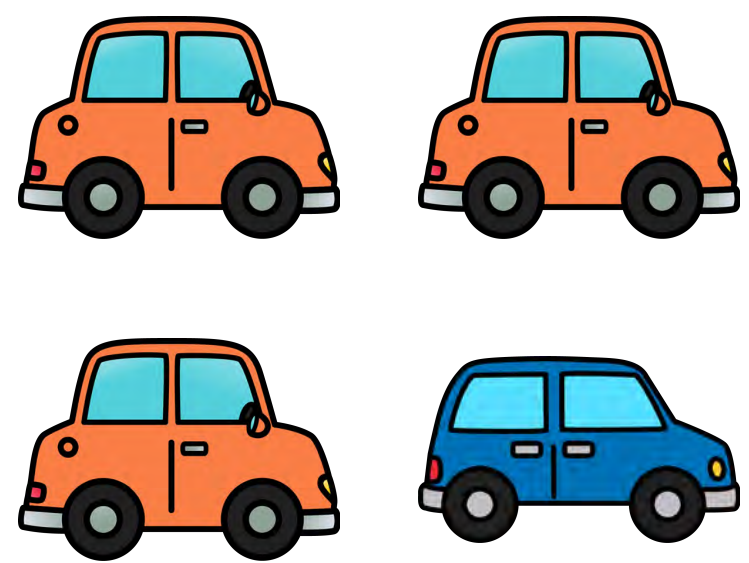
Objectives: The students will determine which picture is different from the others.

Procedure: Print out the cards and cut to separate. Students place a mini eraser or other counter on the picture that is different.





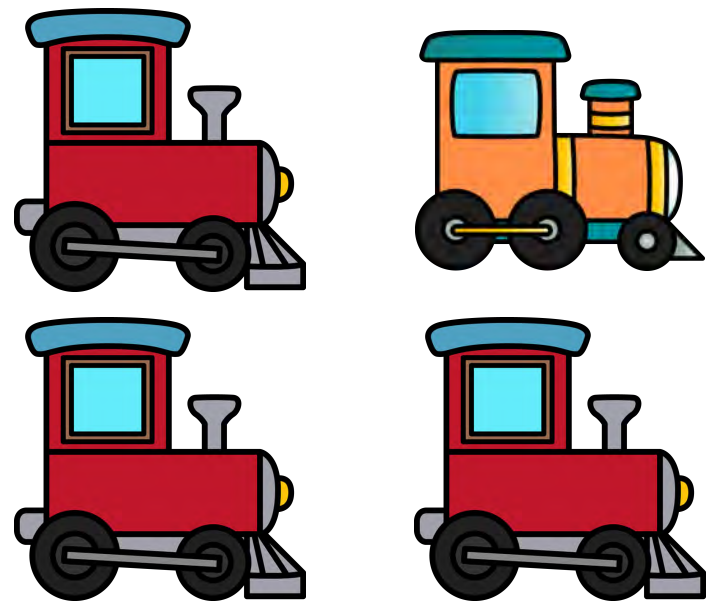
Which picture is different?



Which picture is different?

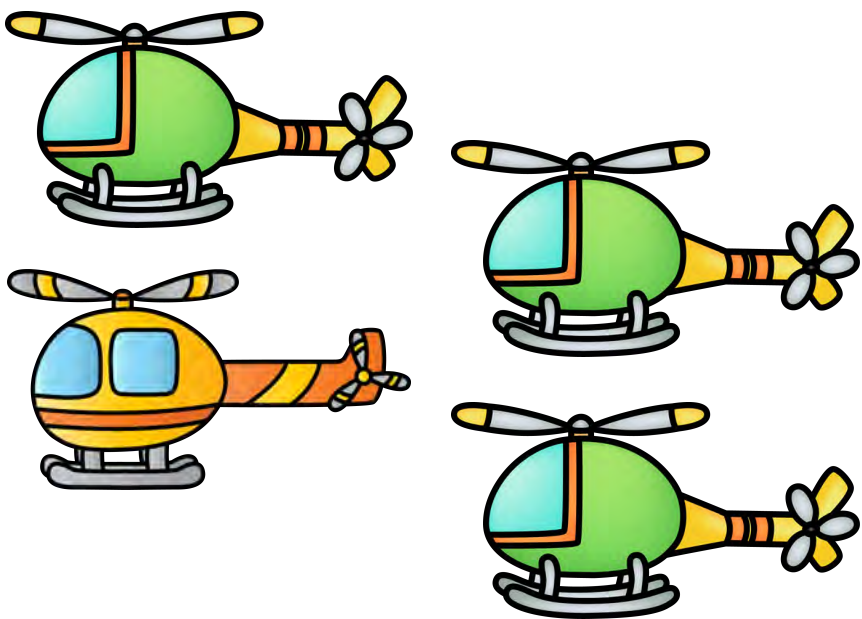


Which picture is different?



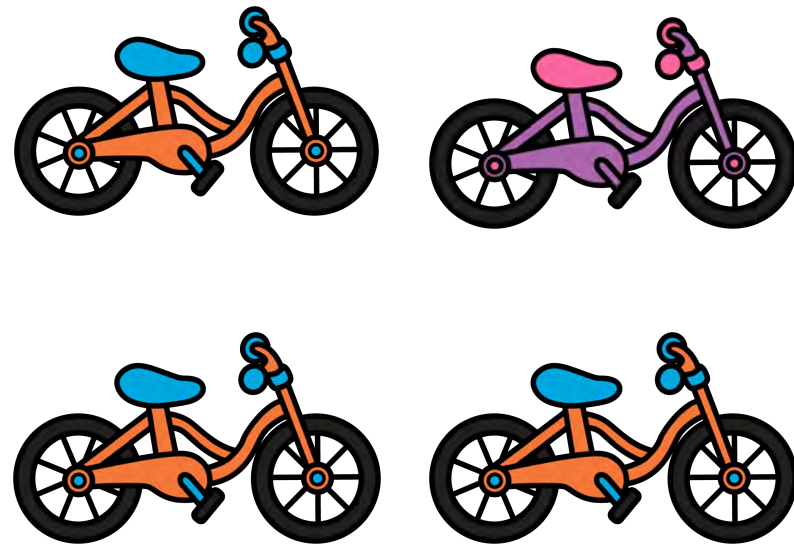
Which picture is different?

Visual Discrimination



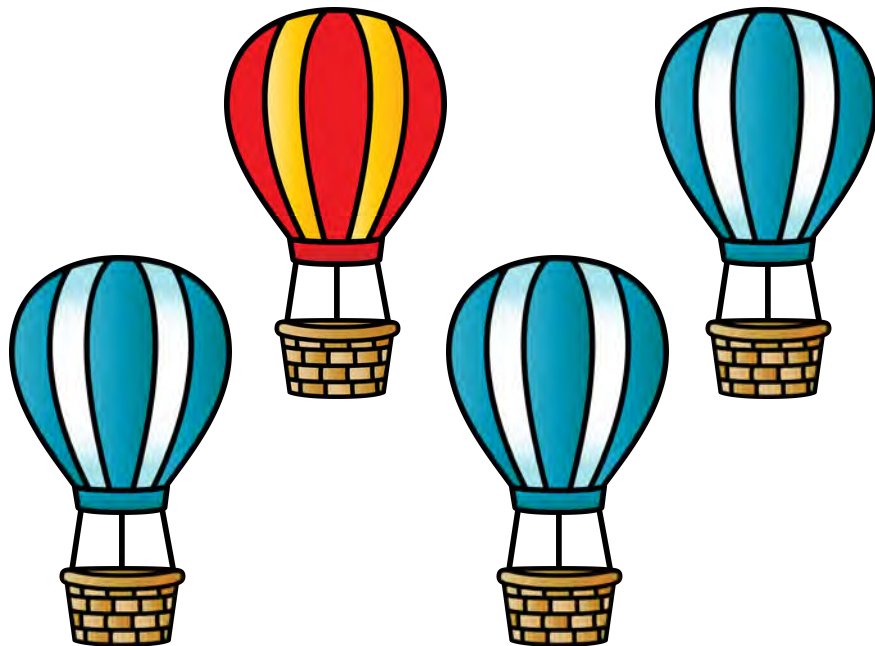
Which picture is different?

Visual Discrimination



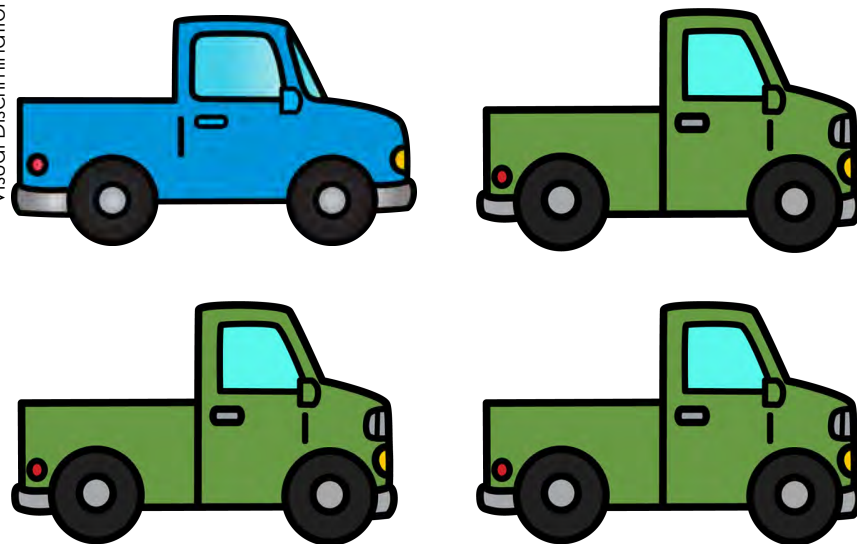
Which picture is different?

Visual Discrimination

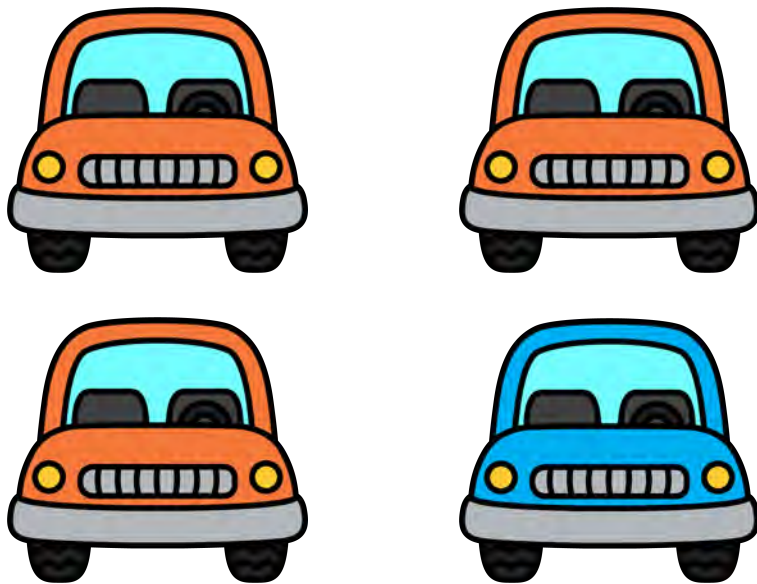


Which picture is different?

Visual Discrimination



Which picture is different?



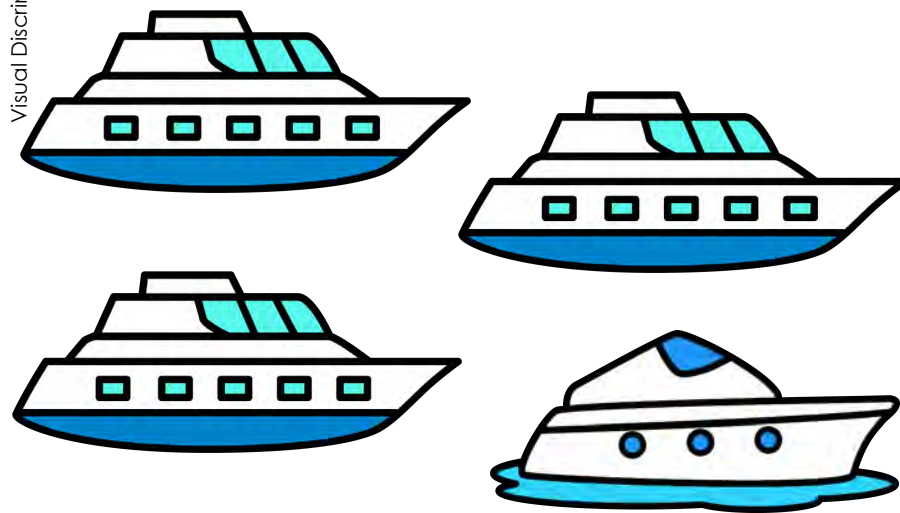
Which picture is different?



Which picture is different?



Which picture is different?

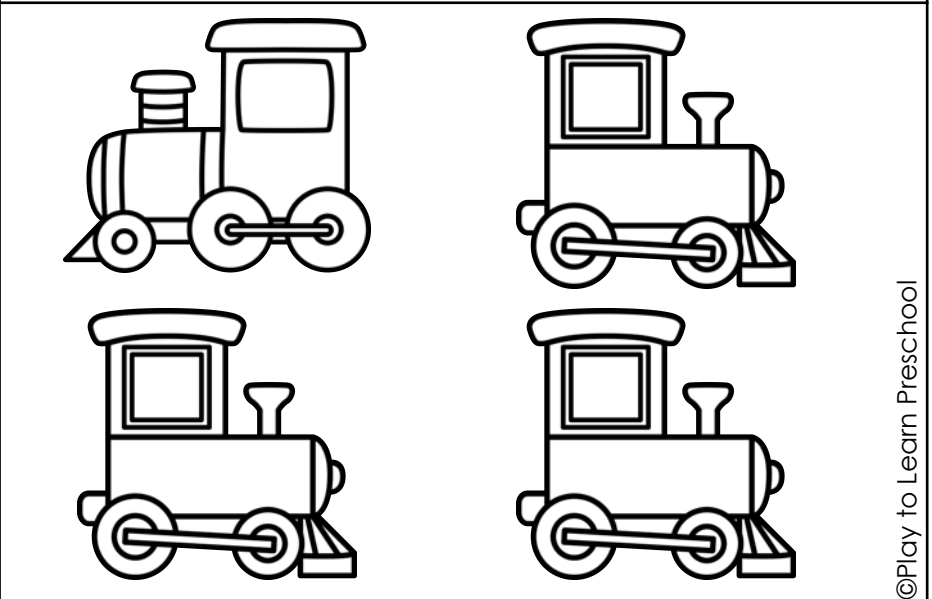
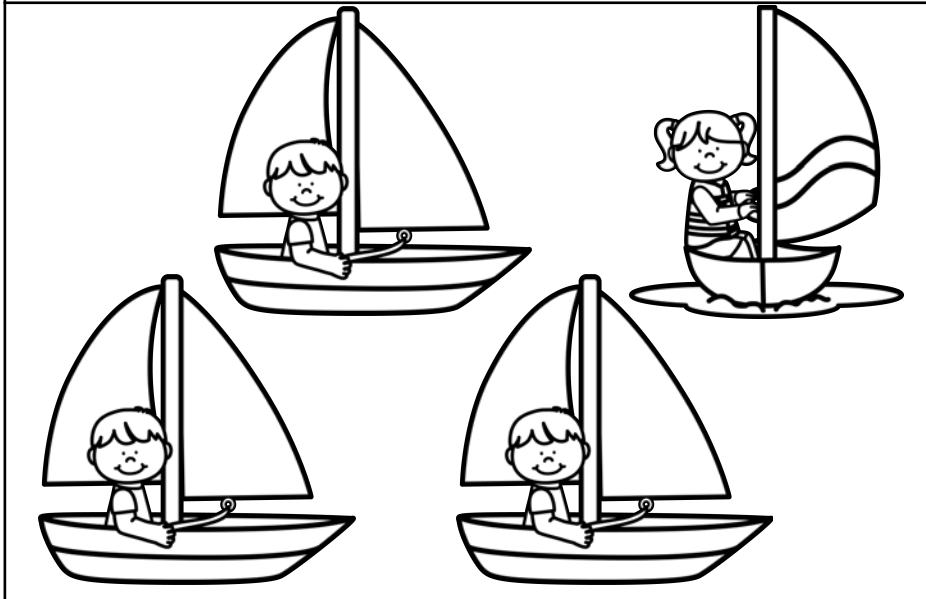
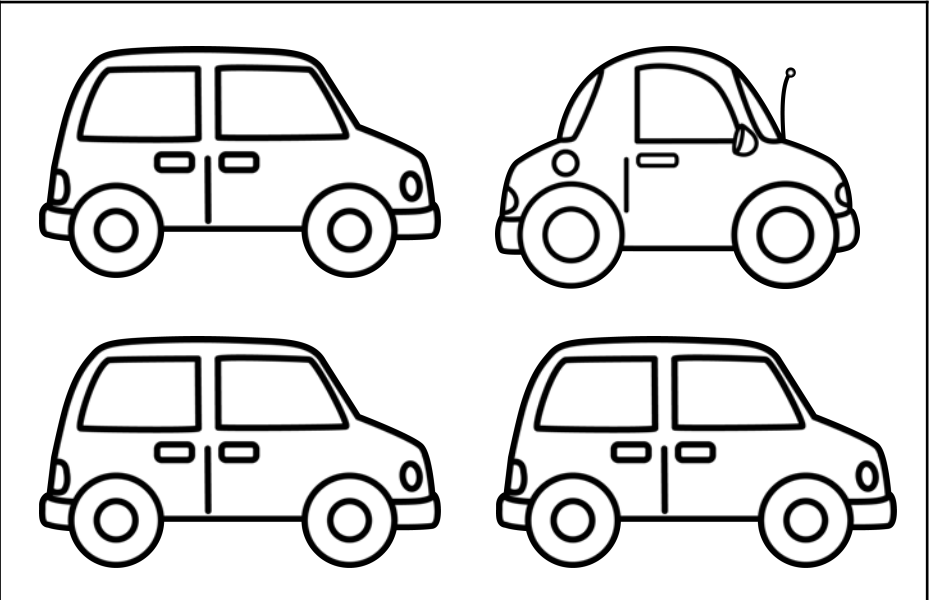
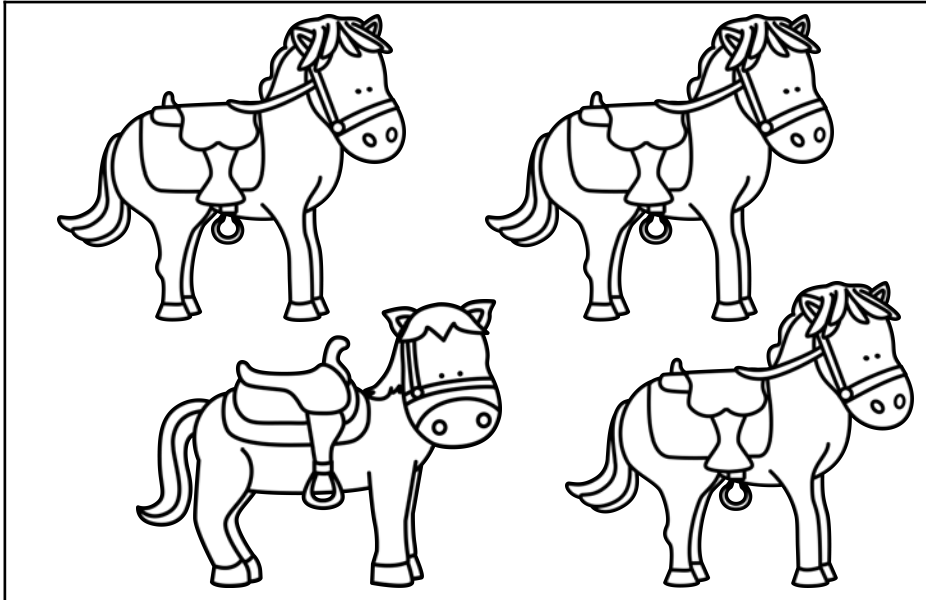


Which picture is different?

Name _____

Color the transportation pictures.

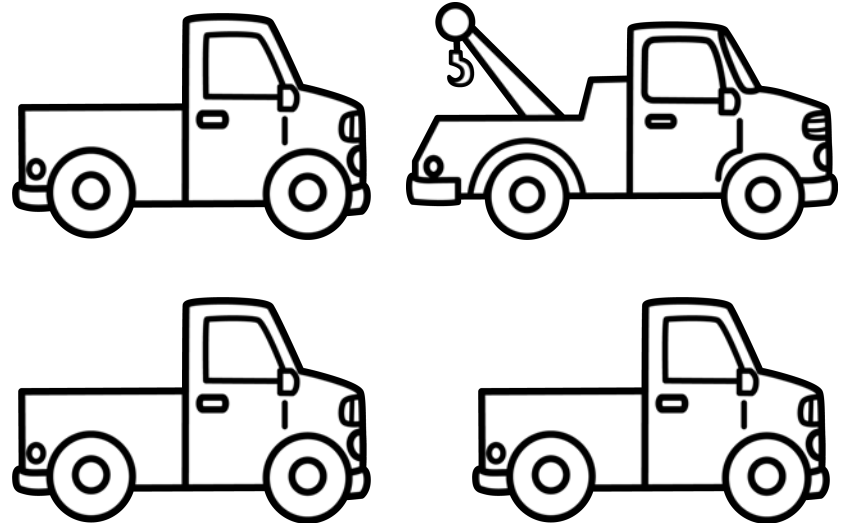
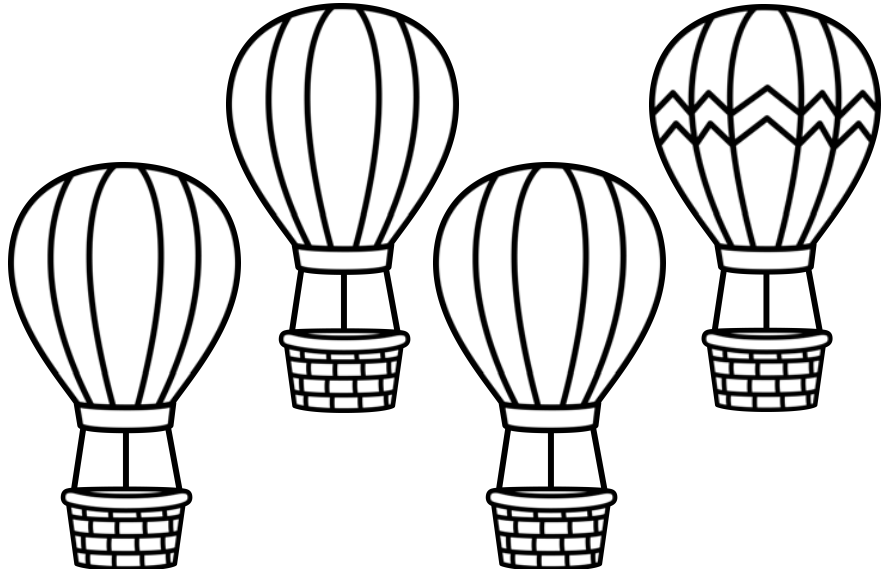
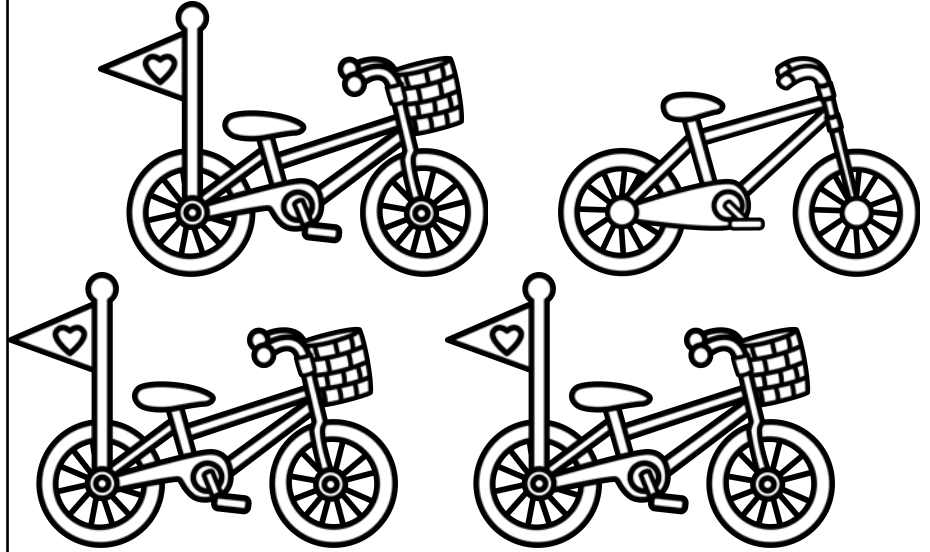
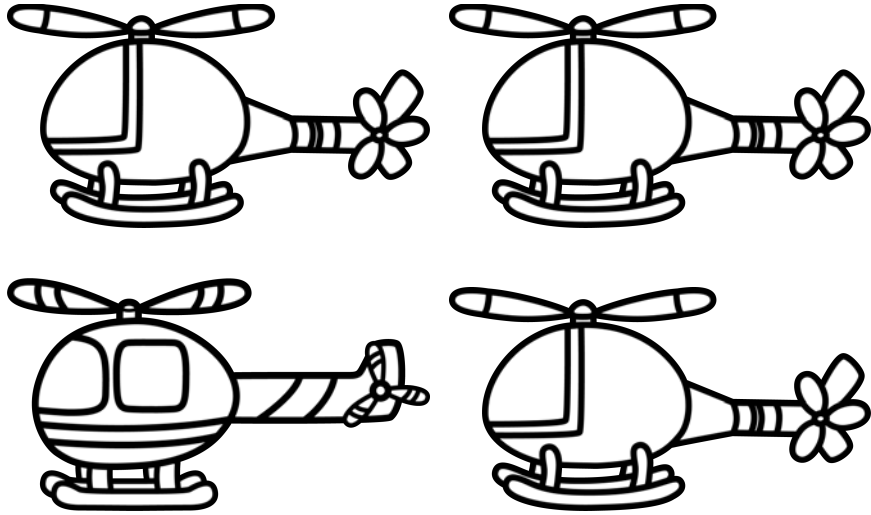
Circle the one that is different in each group.



Name _____

Color the transportation pictures.

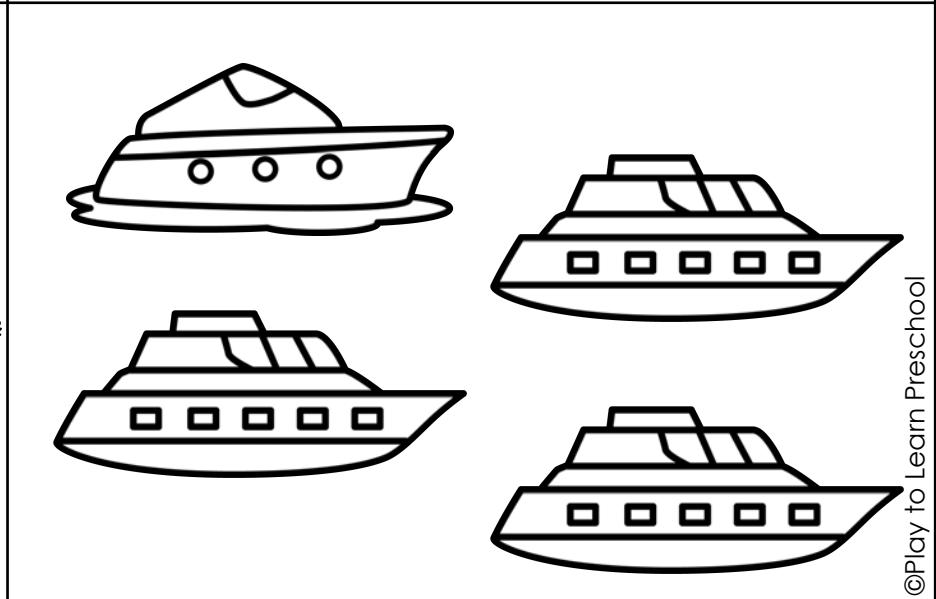
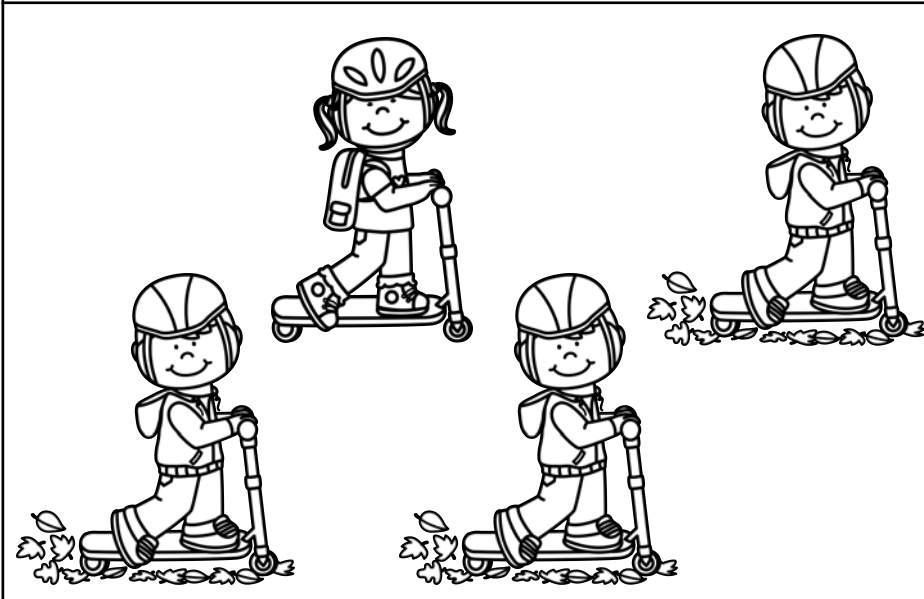
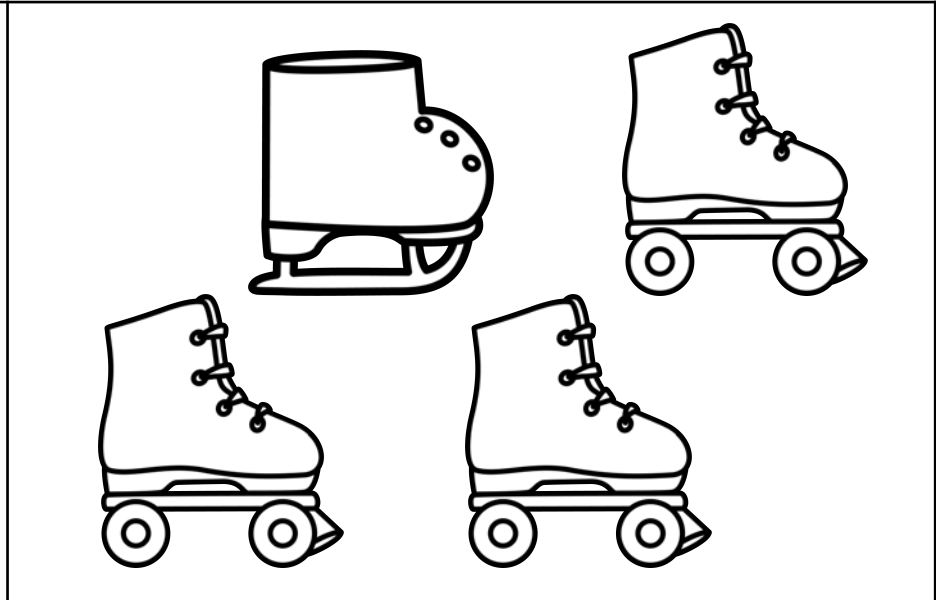
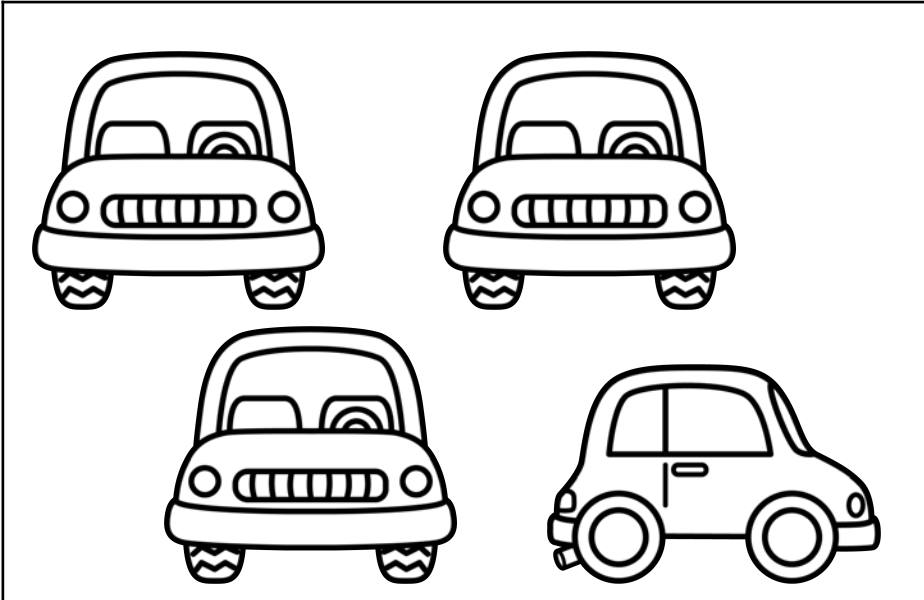
Circle the one that is different in each group.



Name _____

Color the transportation pictures.

Circle the one that is different in each group.



Beginning Sound Sort

File Folder Game

Objectives: The students will identify the beginning sound of each word.

Preparation: Copy the picture cards. Glue the cover on the front and the sorting mats on the inside. Cut and laminate the smaller pieces.

Procedure: Students sort the pictures by their beginning sound— either M or B.

Beginning Sound Sort

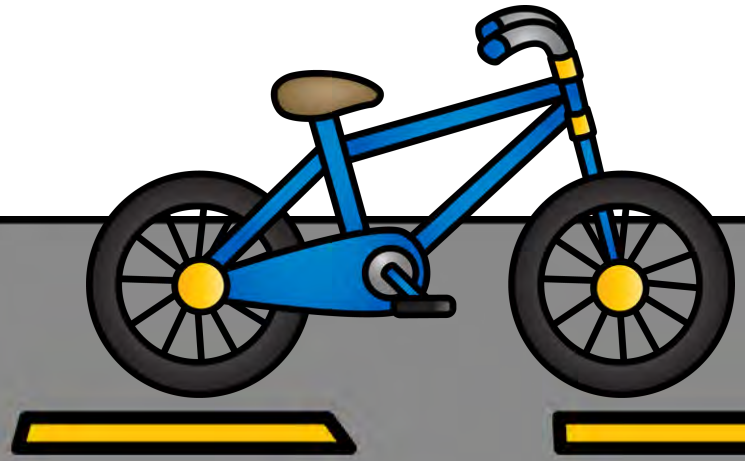
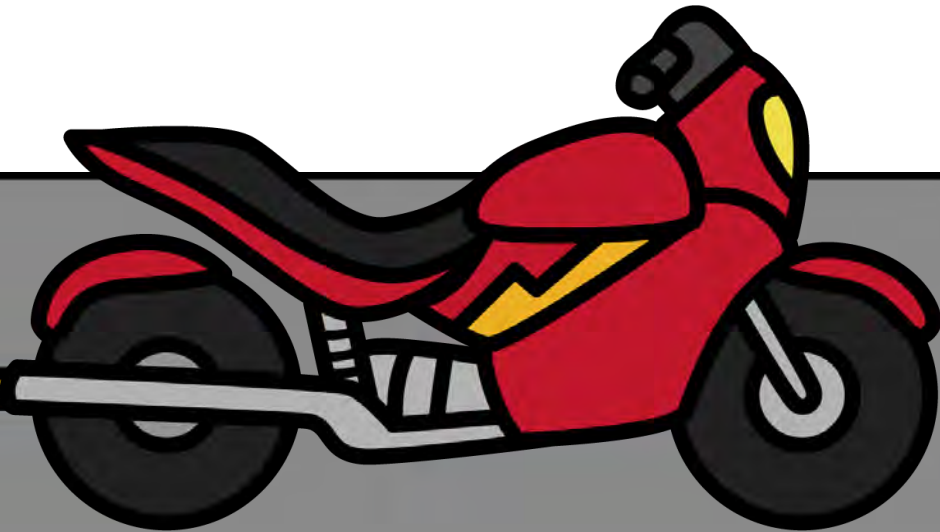


Beginning Sound Sort

M

B

Beginning Sound Sort

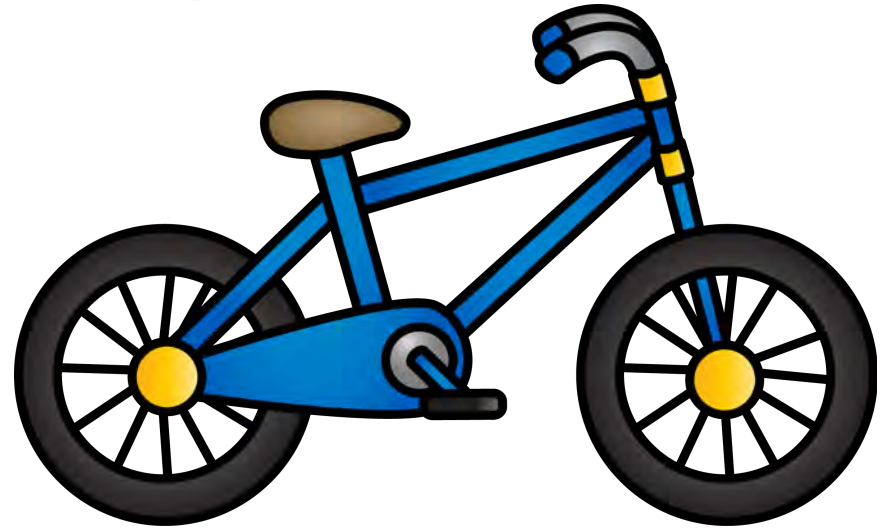


M is for



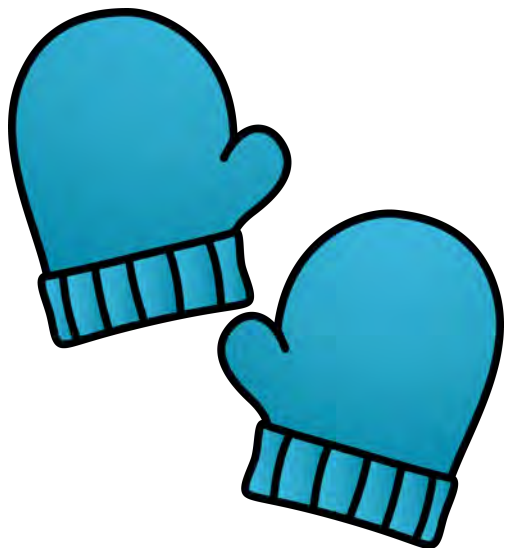
motorcycle

B is for



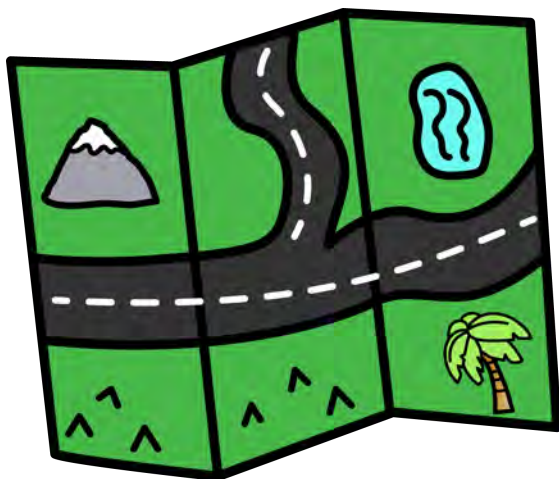
bike

M - B Sort



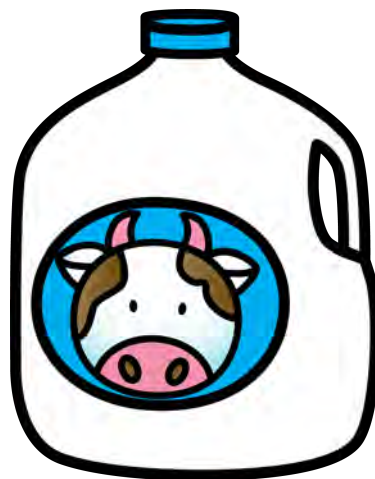
mittens

M - B Sort



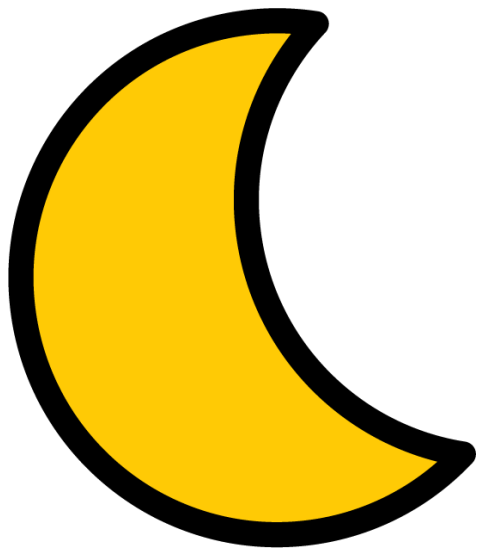
map

M - B Sort



milk

M - B Sort



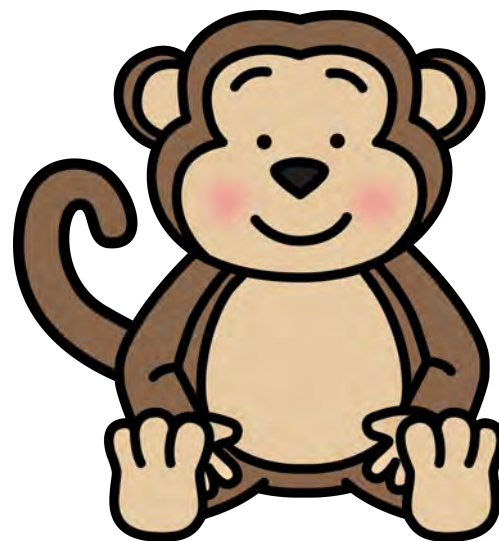
moon

M - B Sort



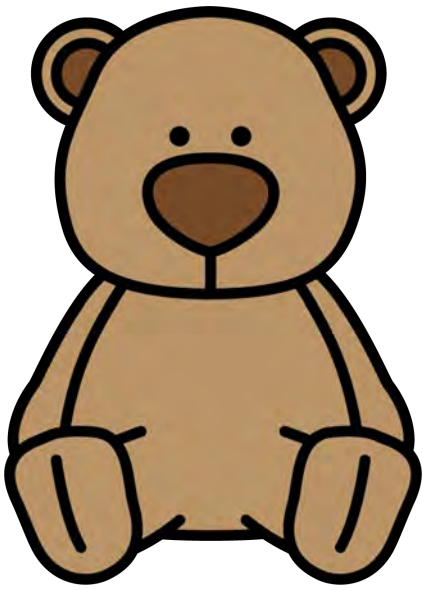
mouse

M - B Sort



monkey

M - B Sort



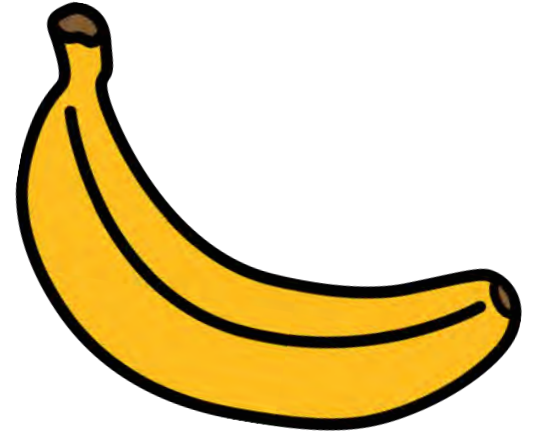
bear

M - B Sort



backpack

M - B Sort



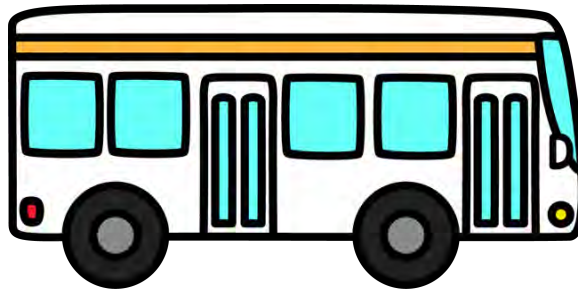
banana

M - B Sort



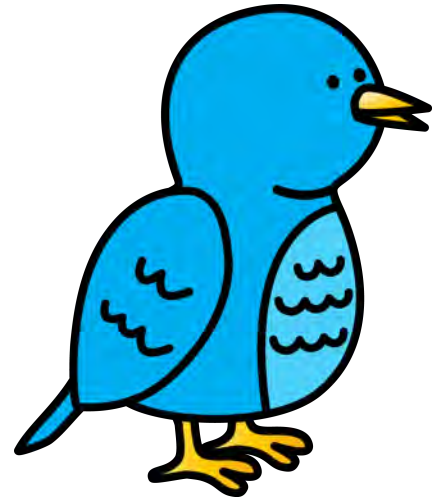
boat

M - B Sort



bus

M - B Sort



bird

Transportation Patterns

Objective: The students will identify and extend simple patterns.

Preparation: Print the pattern cards and pieces, mat, laminate and cut apart.

Procedure: Students identify the pattern and extend it by placing the next correct piece.

helicopter airplane helicopter airplane helicopter

hot air balloon blimp hot air balloon blimp hot air balloon

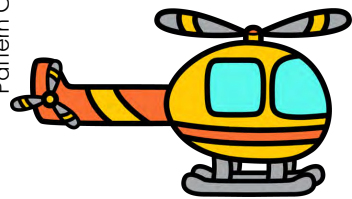
motorcycle bike motorcycle bike motorcycle

car jeep car jeep

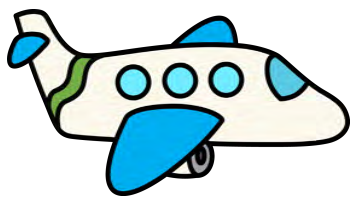
helicopter

motorcycle

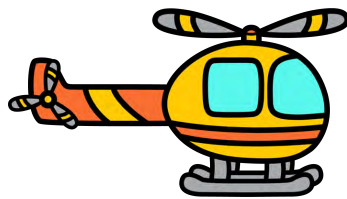
car



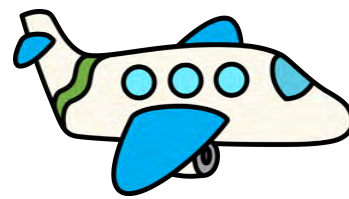
helicopter



airplane



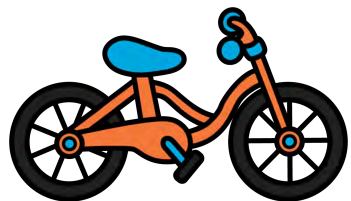
helicopter



airplane



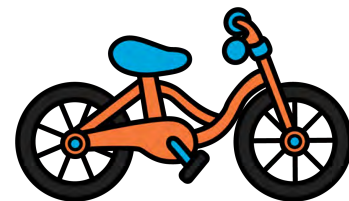
motorcycle



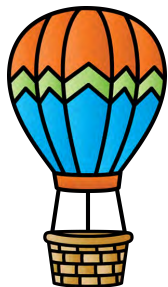
bike



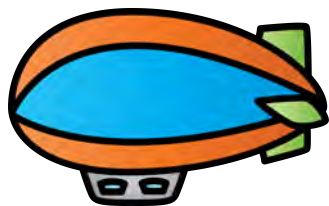
motorcycle



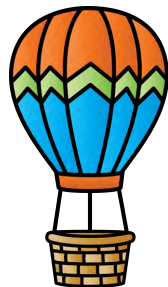
bike



hot air balloon



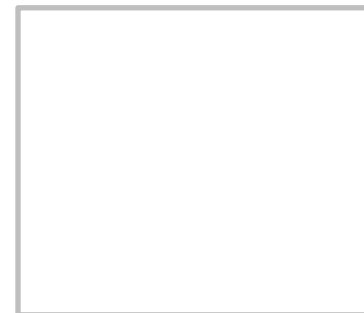
blimp



hot air balloon



blimp



car



jeep

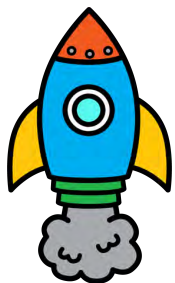


car



jeep

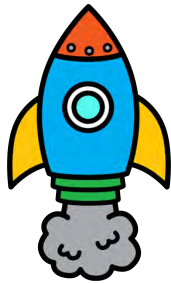




rocket



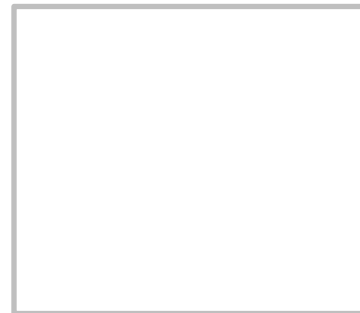
train



rocket



train



shuttle



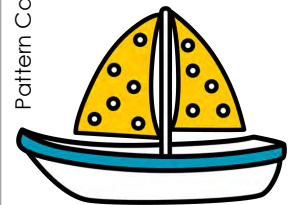
row boat



shuttle



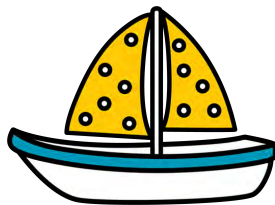
row boat



sailboat



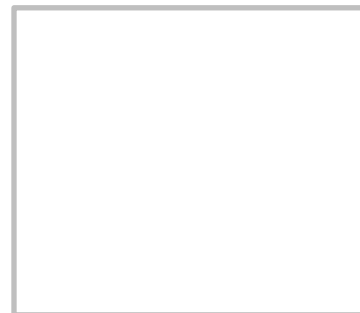
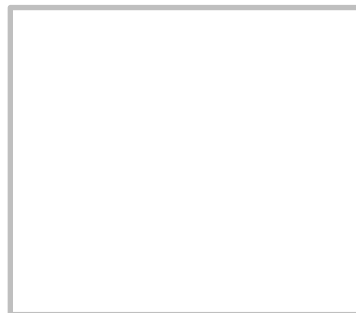
hot air balloon



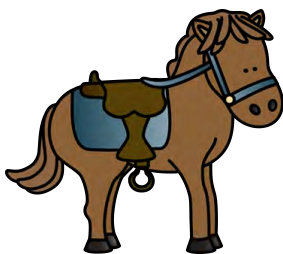
sailboat



hot air balloon



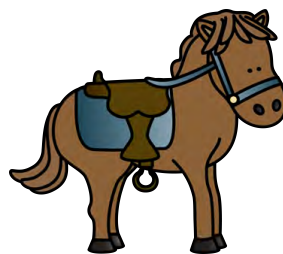
scooter



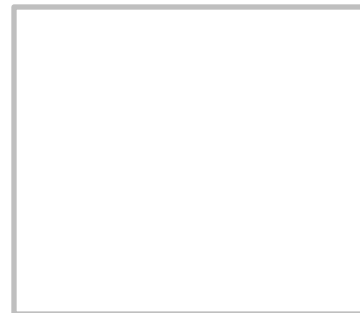
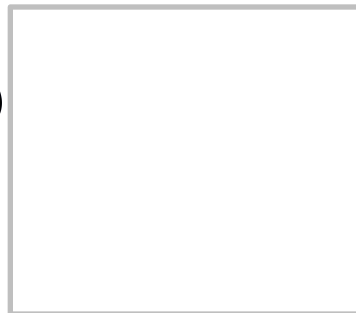
horse

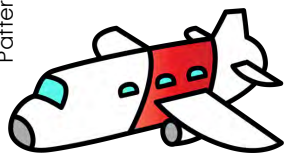


scooter



horse

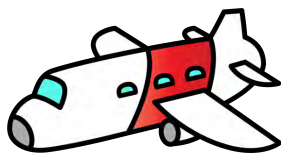




jet



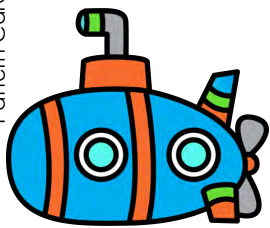
van



jet



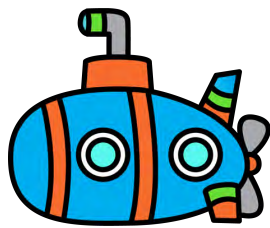
van



submarine



taxi



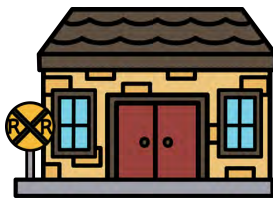
submarine



taxi



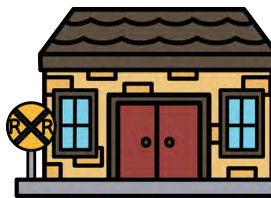
train



station



train



station



kayak



jet ski



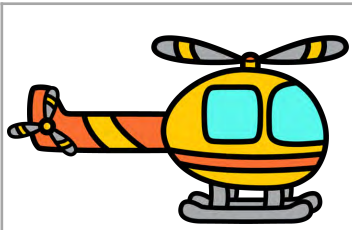
kayak



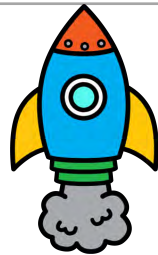
jet ski



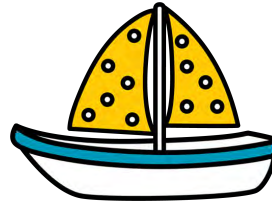
Transportation Patterns - Moveable Pieces



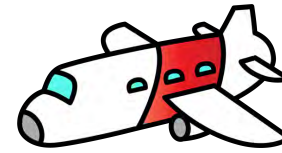
helicopter



rocket



sailboat



jet



train



motorcycle



train



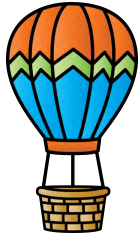
hot air balloon



van



station



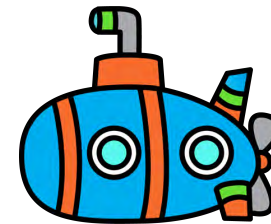
hot air balloon



shuttle



scooter



submarine



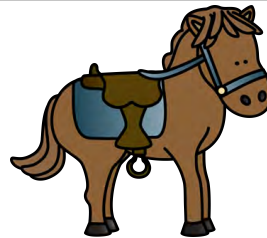
kayak



car



row boat



horse



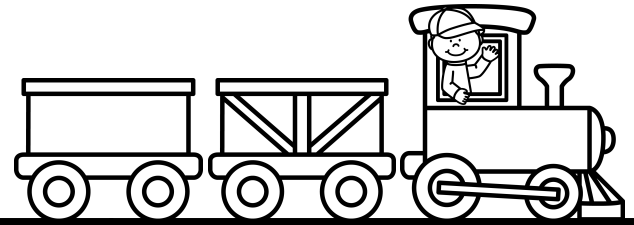
taxi

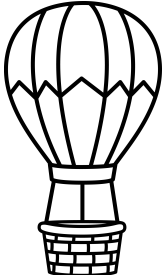
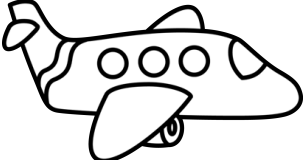
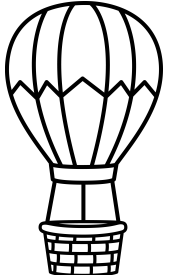
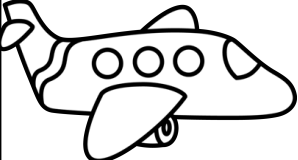
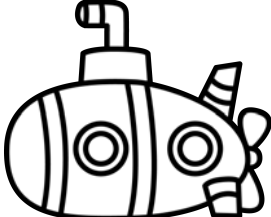
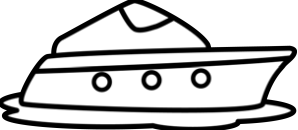
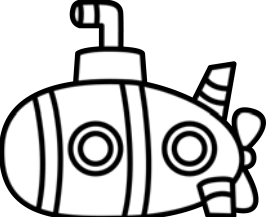
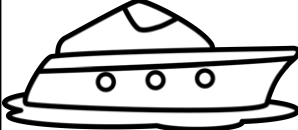
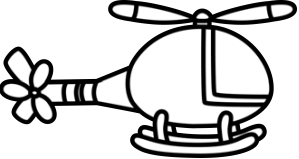
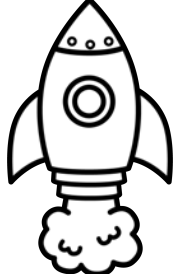
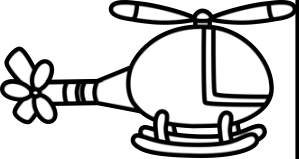
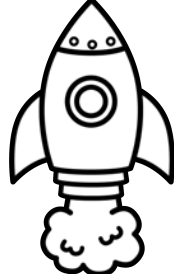


jet ski

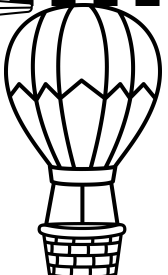
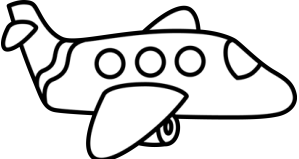
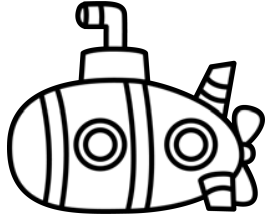
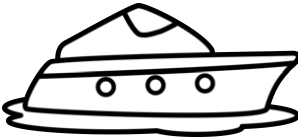
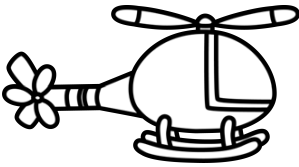
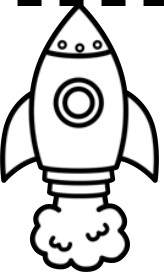
Name _____

Cut apart the pieces at the bottom of the page.
Use them to complete the transportation patterns.



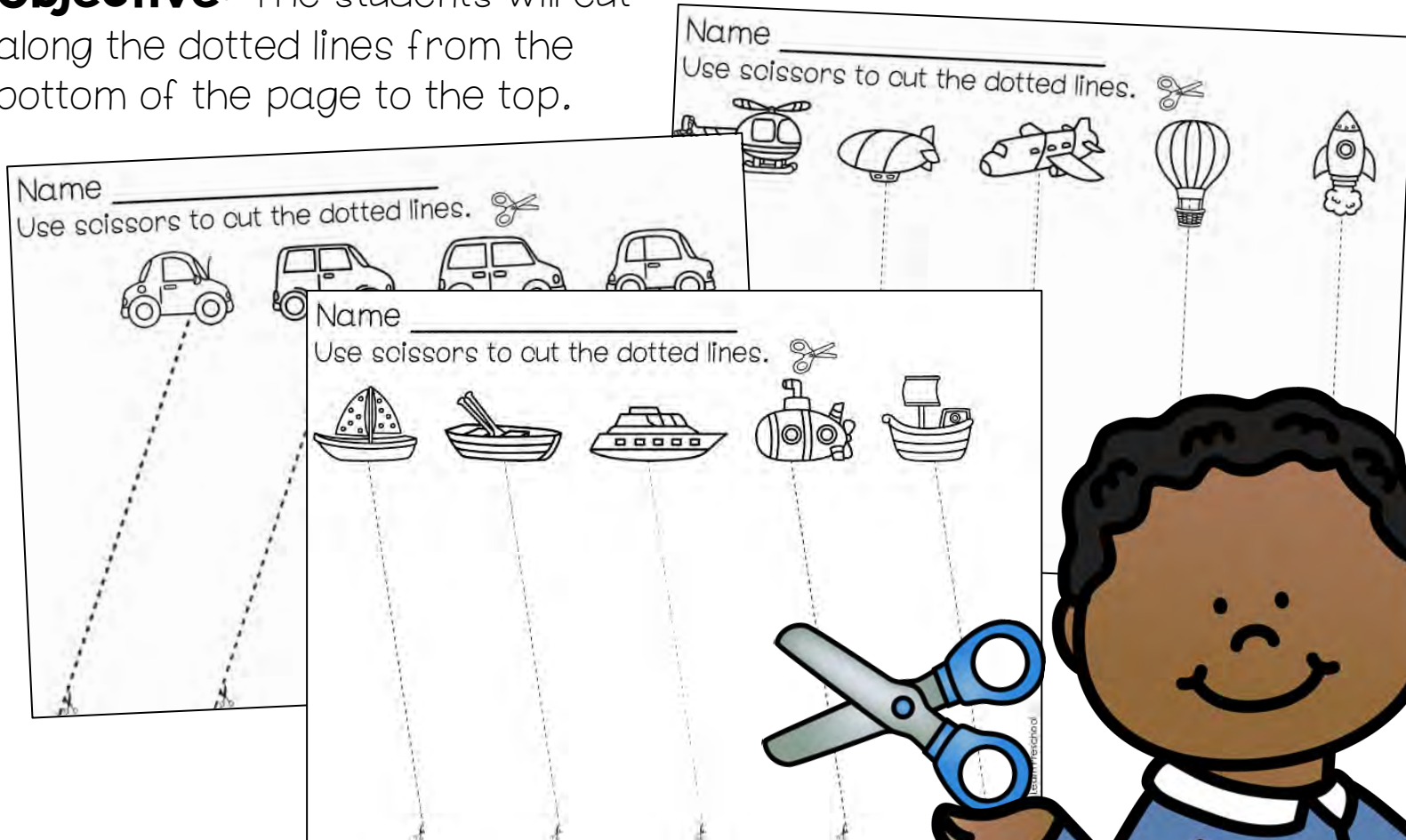
					
					
					

Scissors icon

					
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Cutting Practice

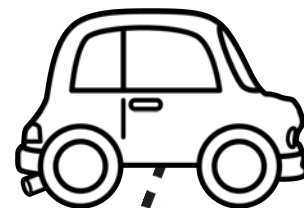
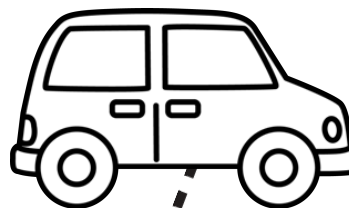
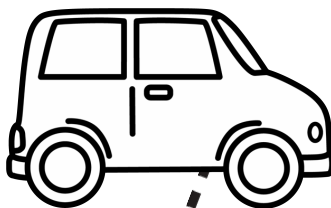
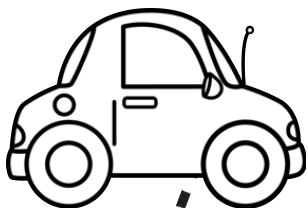
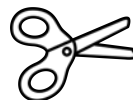
Objective: The students will cut along the dotted lines from the bottom of the page to the top.



Procedure: Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

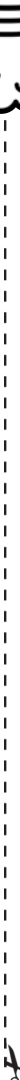
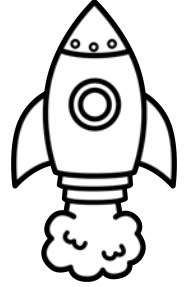
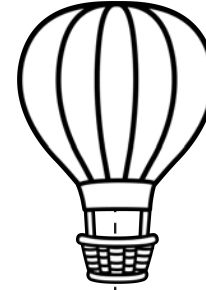
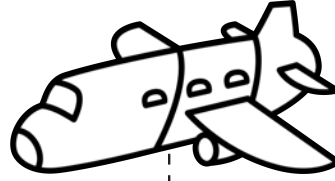
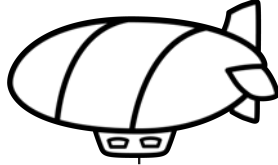
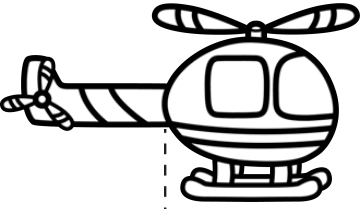
Name _____

Use scissors to cut the dotted lines.



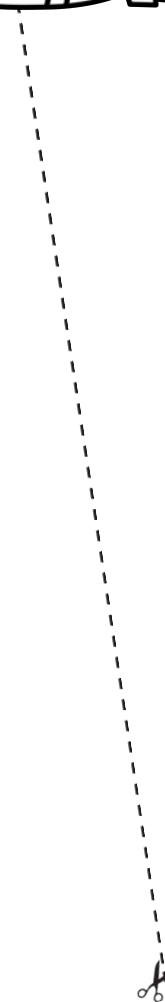
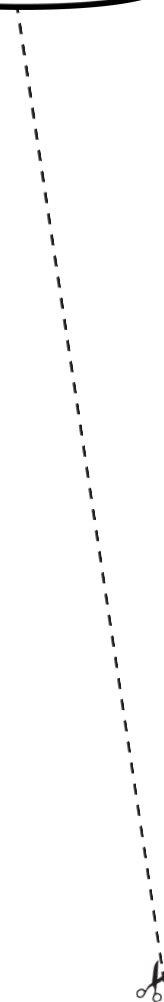
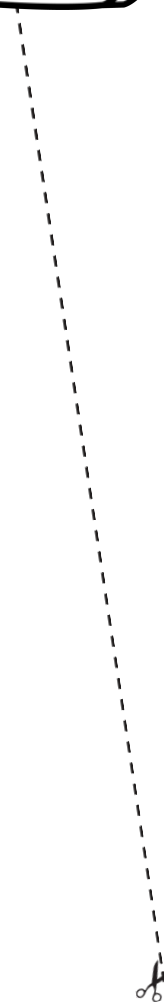
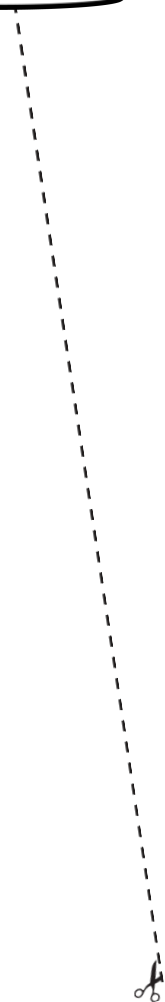
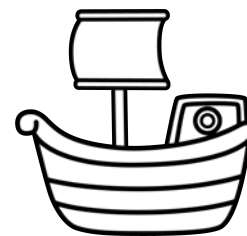
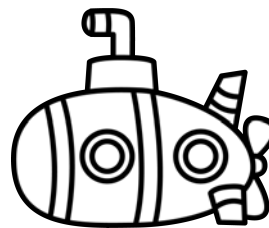
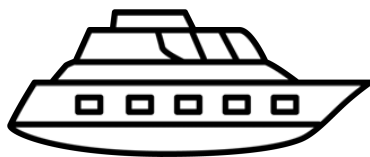
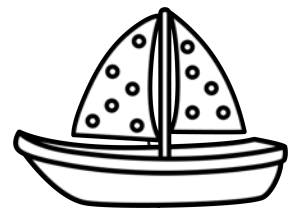
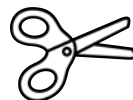
Name _____

Use scissors to cut the dotted lines.

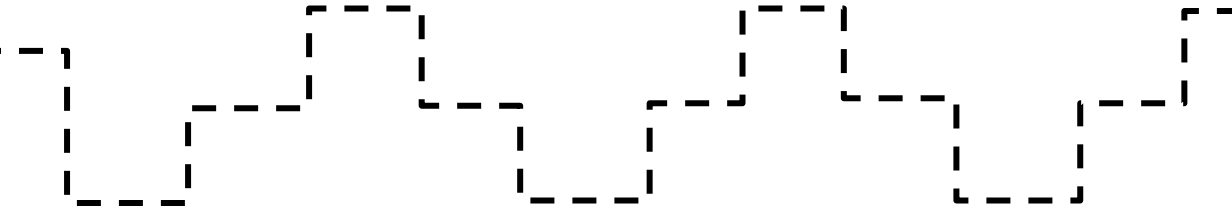
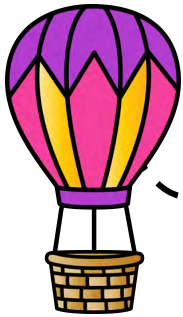
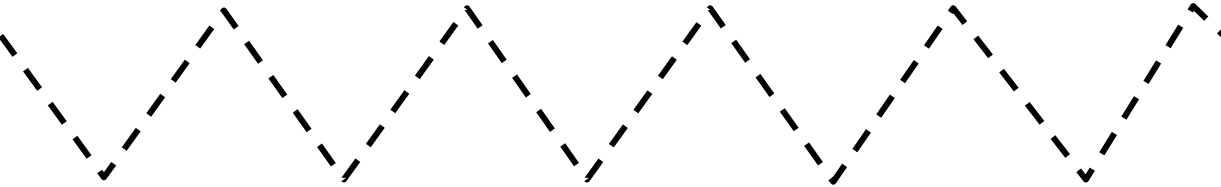
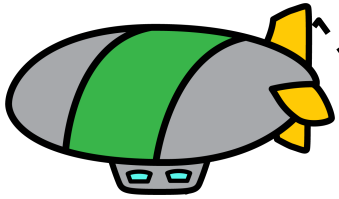
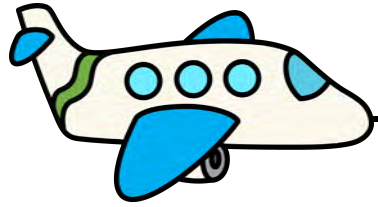
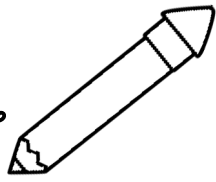


Name _____

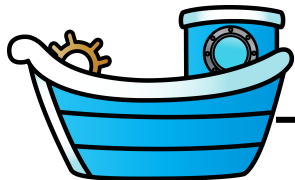
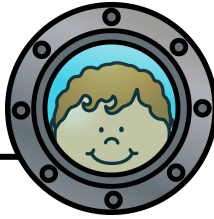
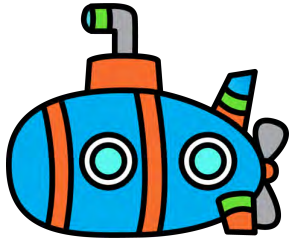
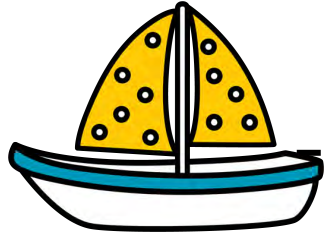
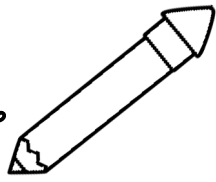
Use scissors to cut the dotted lines.



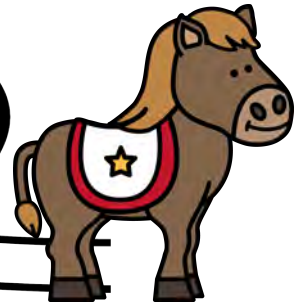
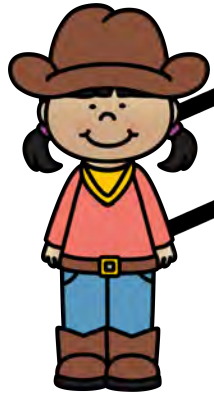
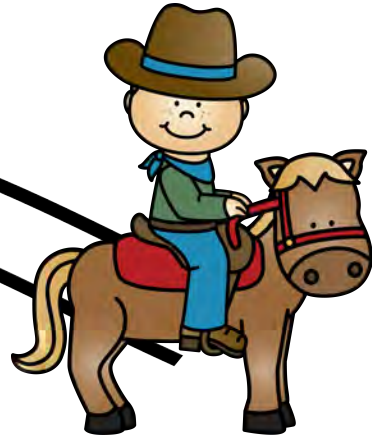
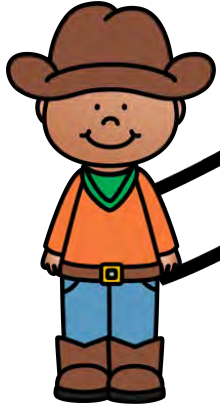
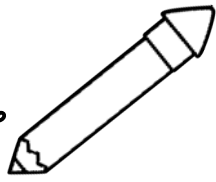
Trace the lines.



Trace the lines.

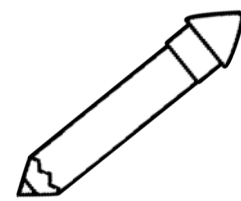


Trace the lines.



Name _____

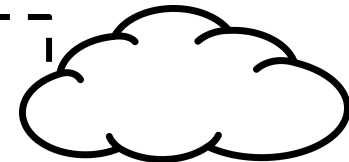
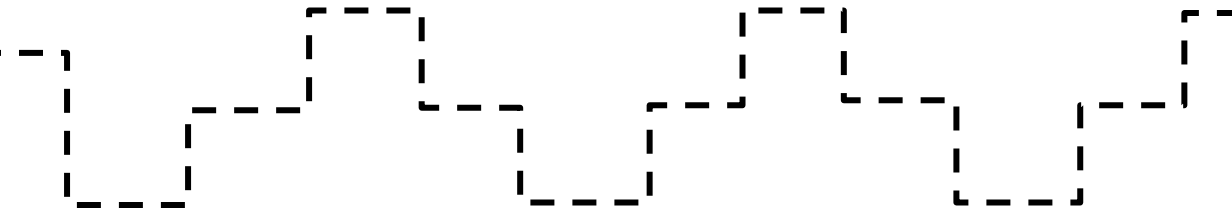
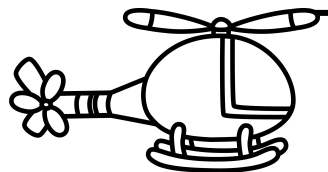
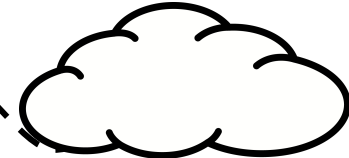
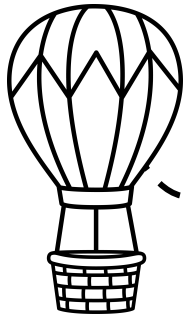
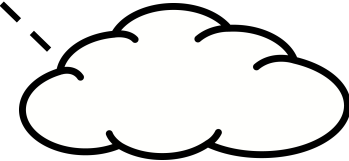
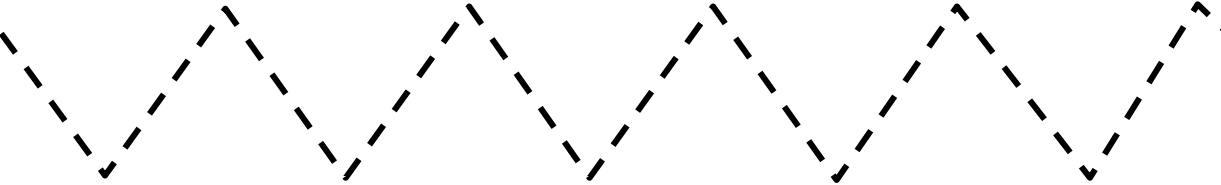
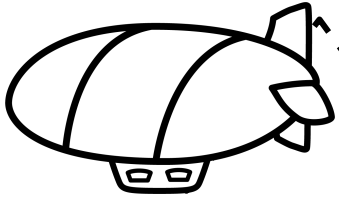
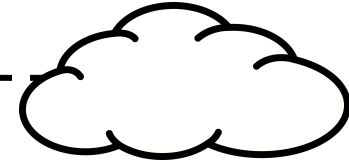
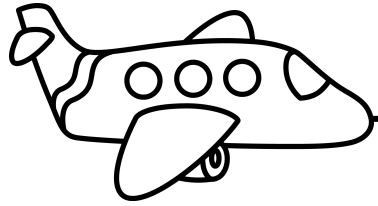
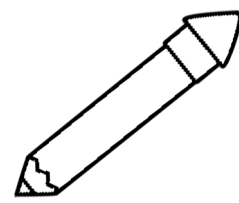
Trace the lines to fly the planes to the clouds.



A tracing activity featuring four identical cartoon airplanes on the left and four identical cartoon clouds on the right. Each airplane is connected to a cloud by a dashed line. The paths are: 1) A straight diagonal line from the top plane to the top cloud. 2) A wavy line from the second plane to the second cloud. 3) A zigzag line from the third plane to the third cloud. 4) A jagged, step-like line from the bottom plane to the bottom cloud.

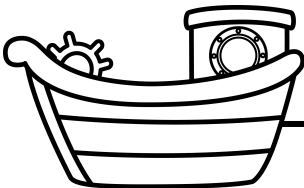
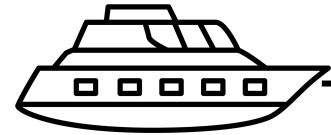
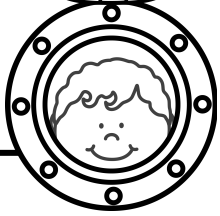
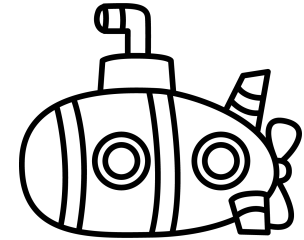
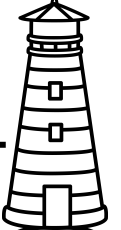
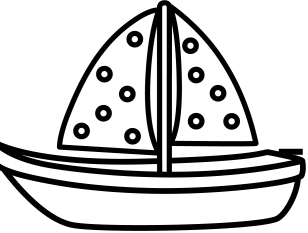
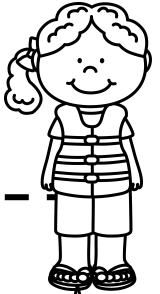
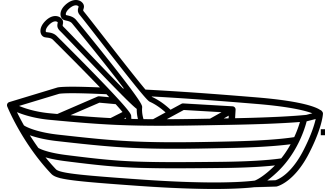
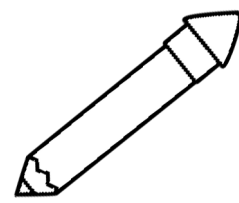
Name _____

Trace the lines.



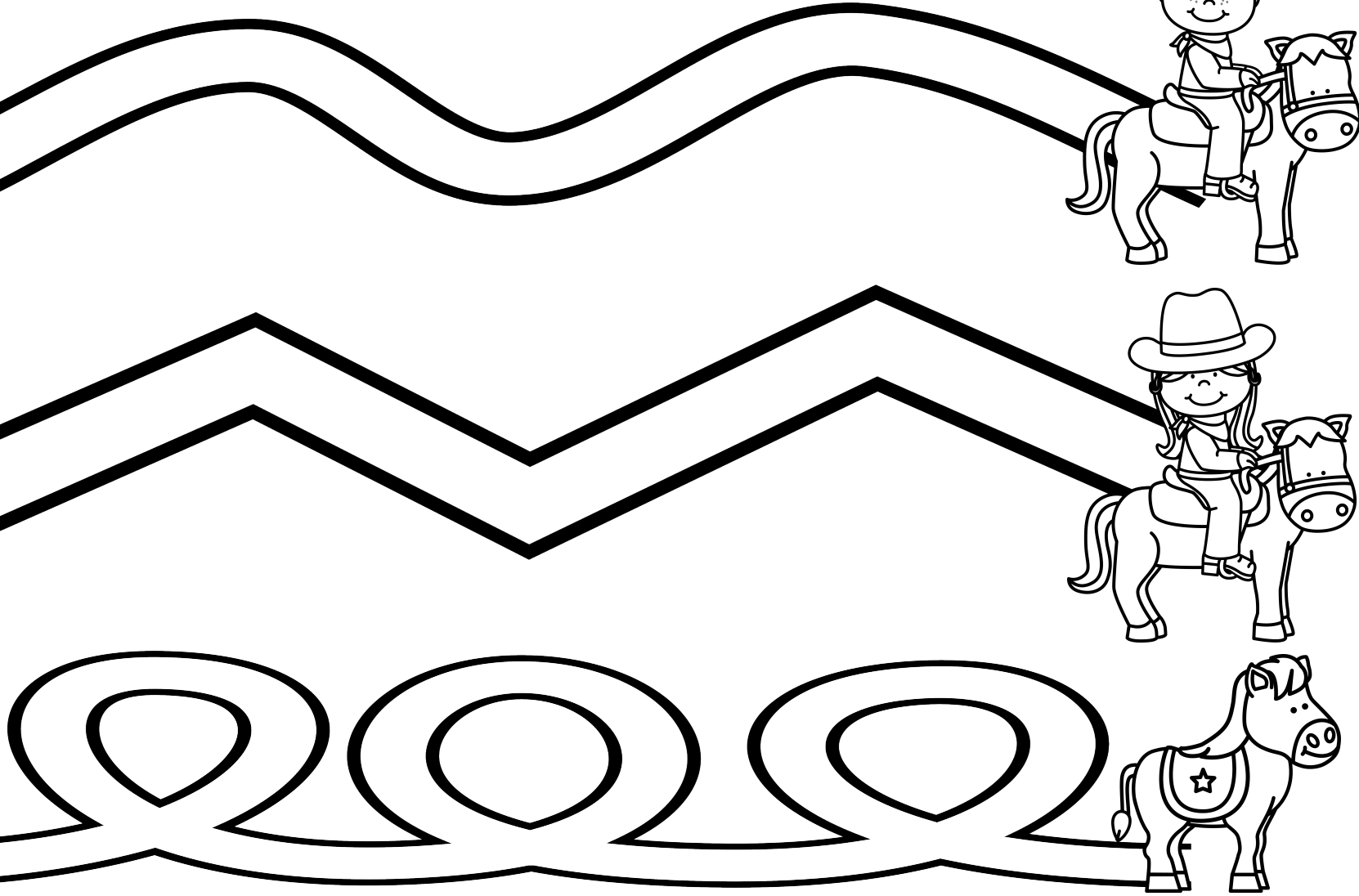
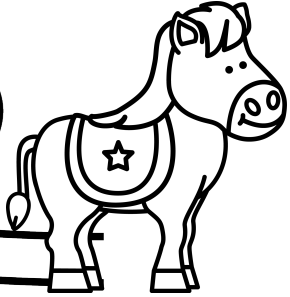
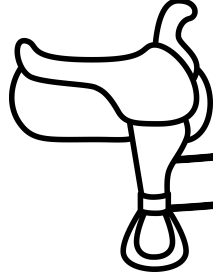
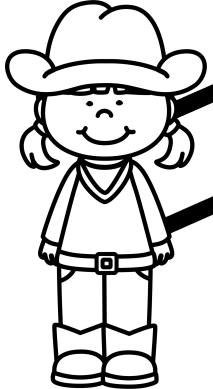
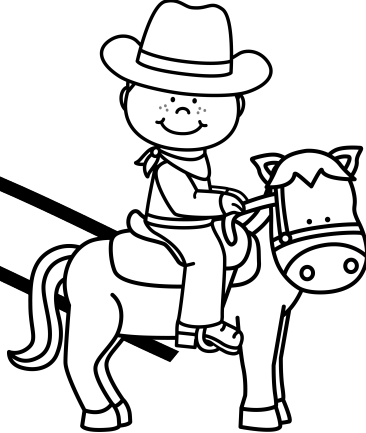
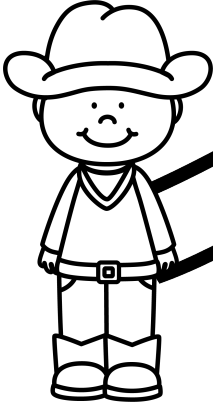
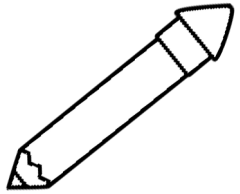
Name _____

Trace the lines.



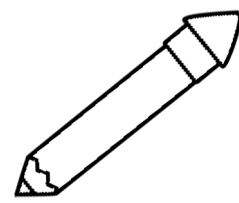
Name _____

Trace the lines.



Name _____

Trace the lines to fly the planes to the clouds.

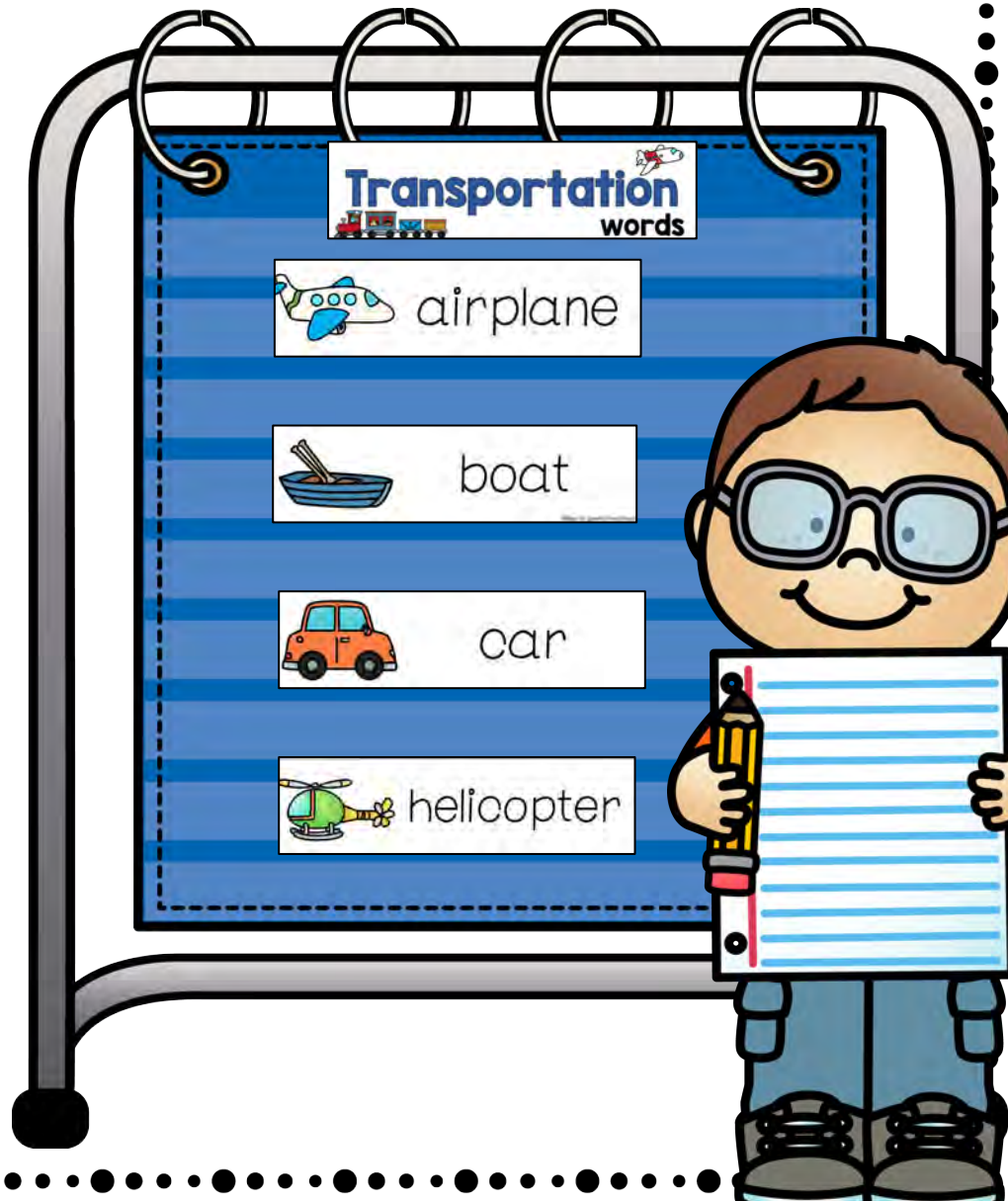
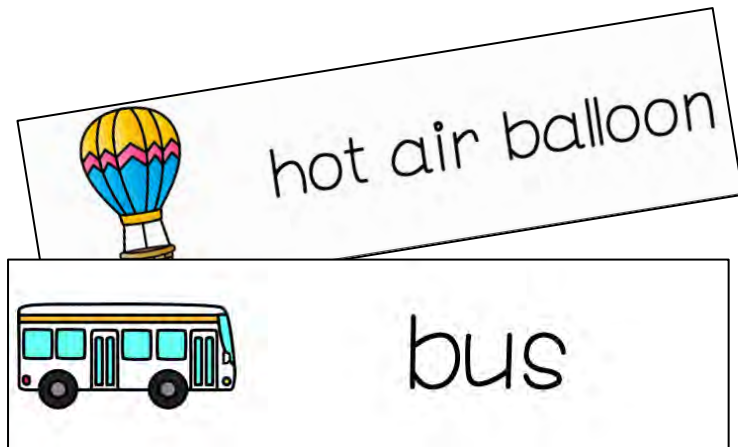


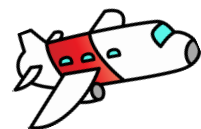
A large tracing activity on a white background. On the left side, there are four identical airplane icons, each facing right. On the right side, there are four identical cloud icons. Each airplane is connected to a cloud by a dashed line. The paths are as follows: the top airplane has a straight dashed line; the second airplane has a wavy dashed line; the third airplane has a zigzag dashed line; and the bottom airplane has a stepped dashed line.

Word Wall Cards

Use the cards in a pocket chart to make a transportation word wall.

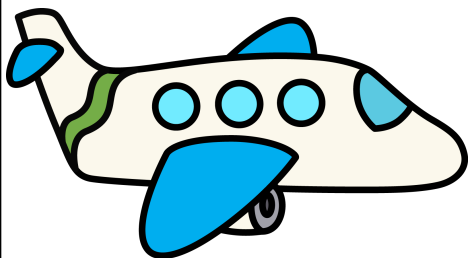
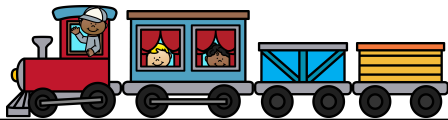
Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.



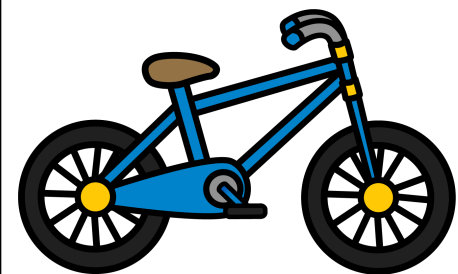


Transportation

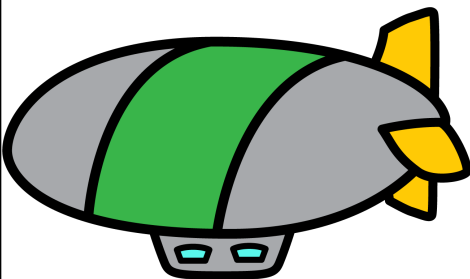
words



airplane



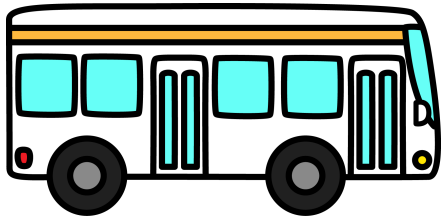
bike



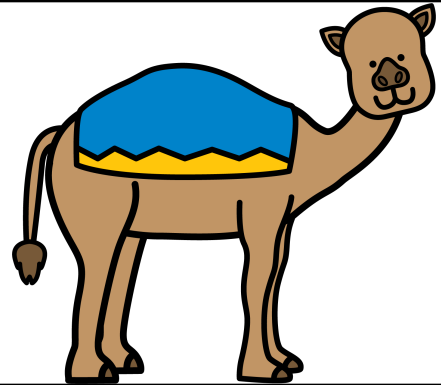
blimp



boat



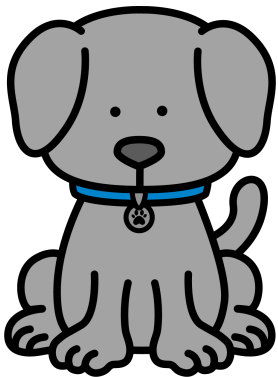
bus



camel



car



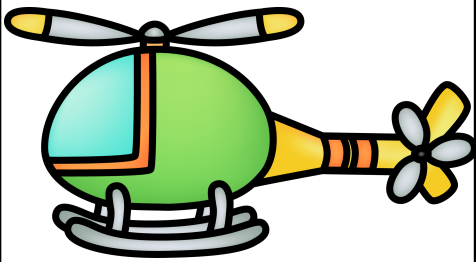
dog



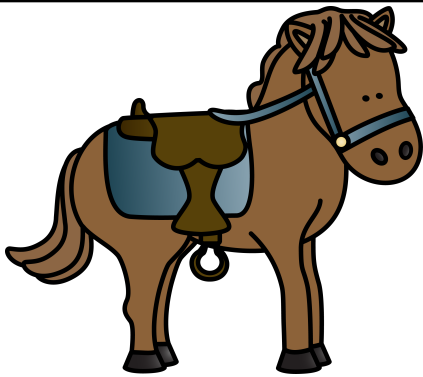
feet



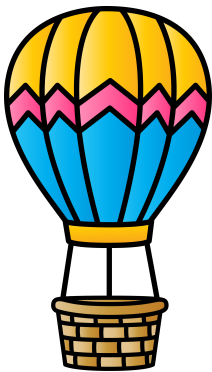
garage



helicopter



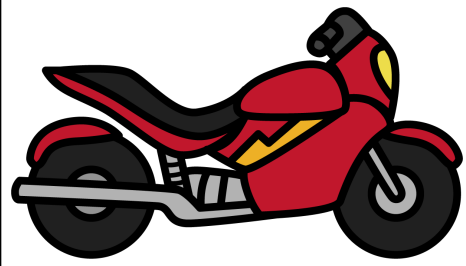
horse



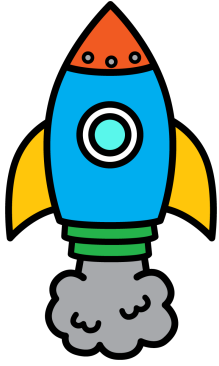
hot air balloon



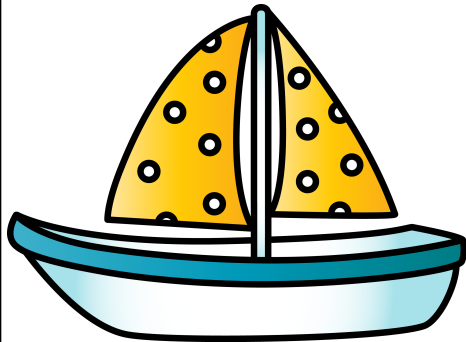
kayak



motorcycle



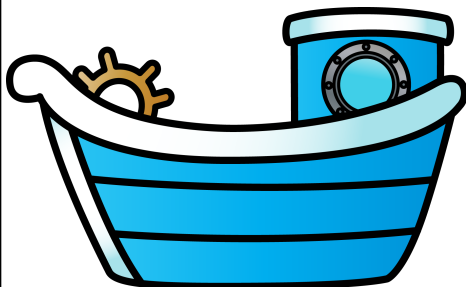
rocket



sailboat



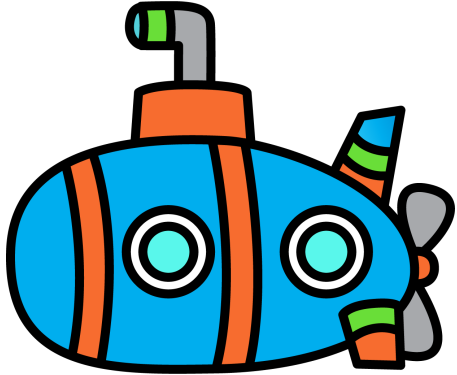
scooter



ship



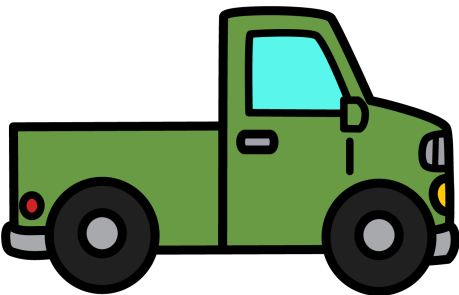
skates



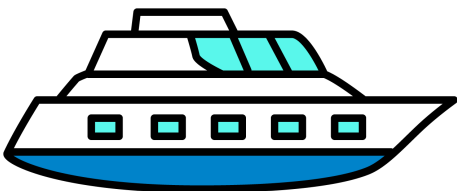
submarine



train



truck



yacht

Which vehicle is mine?

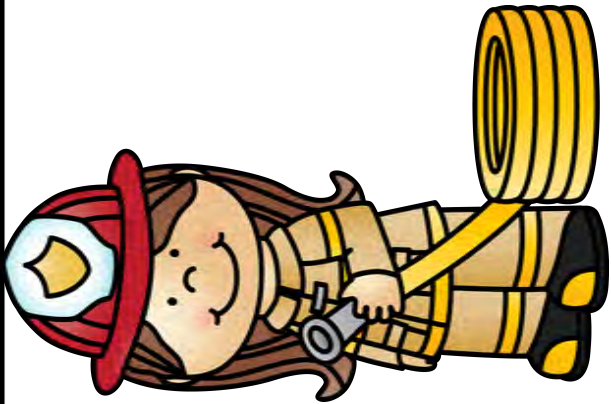
Matching Center

Objective: The students will match the community helper with his/her vehicle.

Preparation: Copy each puzzle, laminate and cut apart.

Procedure: Students assemble the 2-piece puzzles.





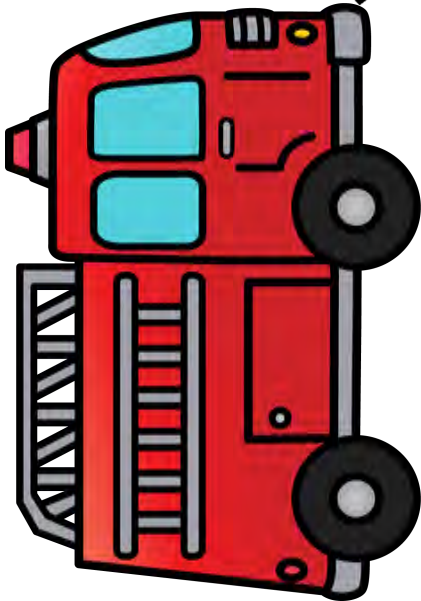
fire fighter



dump truck



construction worker



fire truck



tractor



farmer



trash collector

©2015 Jamie White

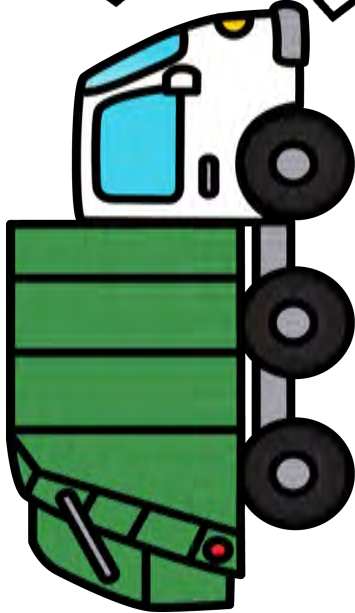


police car



police officer

©2015 Jamie White



garbage truck



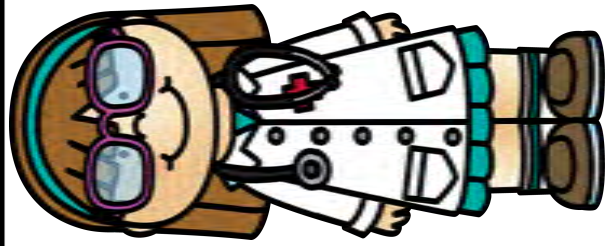
mail car



mail carrier

©2015 Jamie White

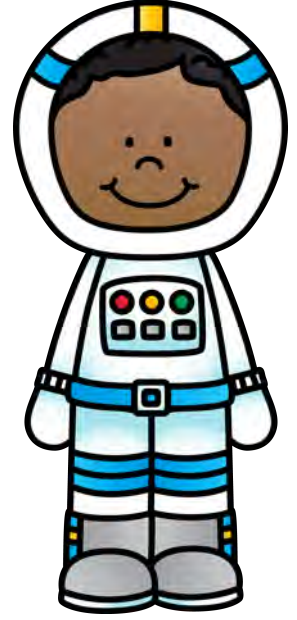
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doctor



space shuttle



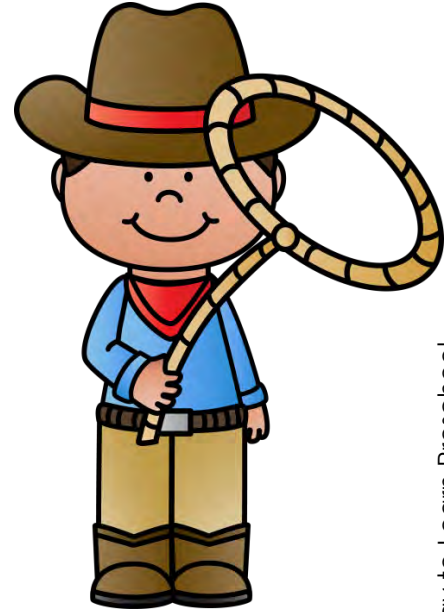
astronaut



ambulance



horse



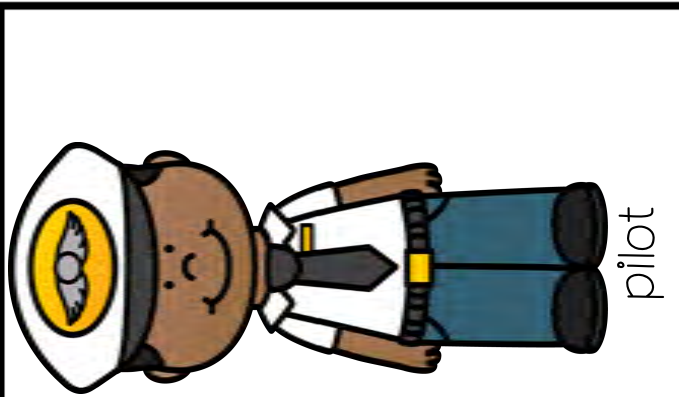
cowboy

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pilot

©2015 Jamie White

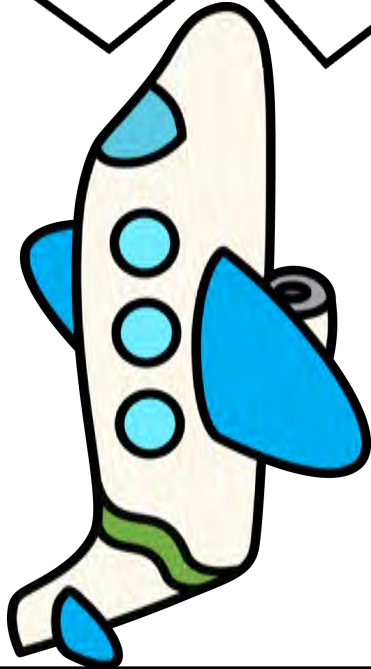


bicycle



kid

©2015 Jamie White



airplane



train



conductor

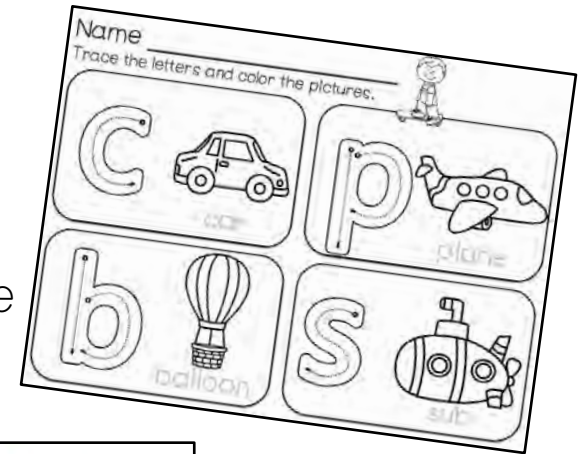
Initial sounds


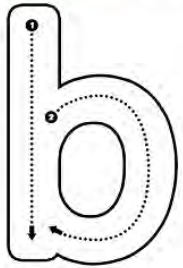

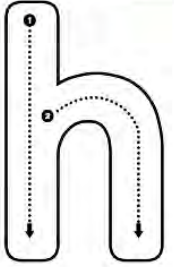

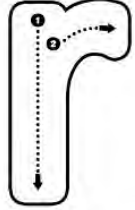
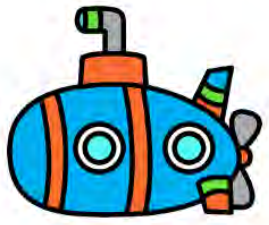


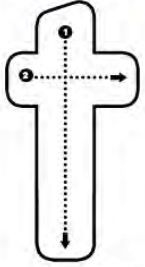
Writing Practice

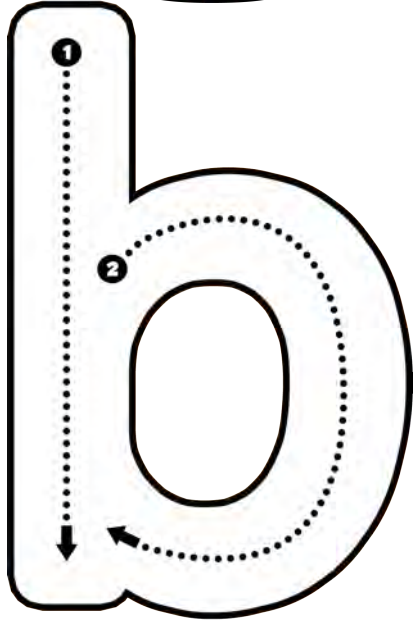
Objective: The students will trace the first letter of each vehicle.

Preparation: Copy each page and place into a plastic sleeve.

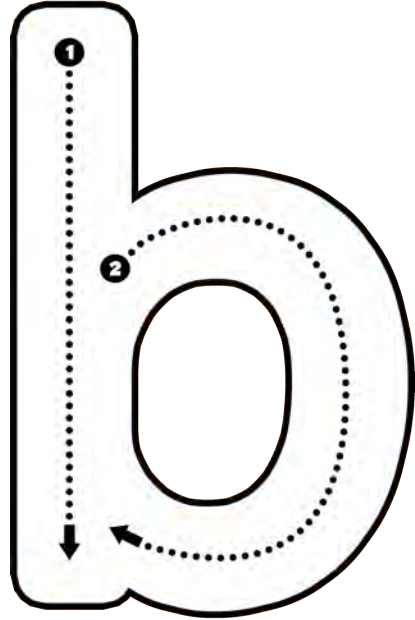
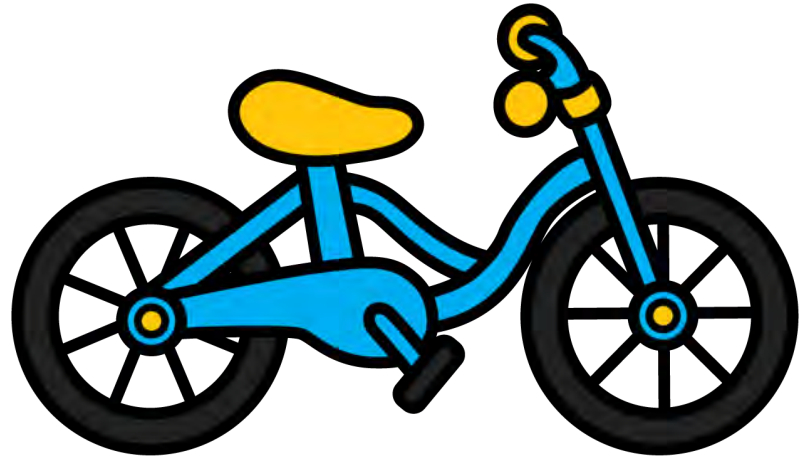
Procedure: Students use a dry erase marker to trace the first letter of each word.



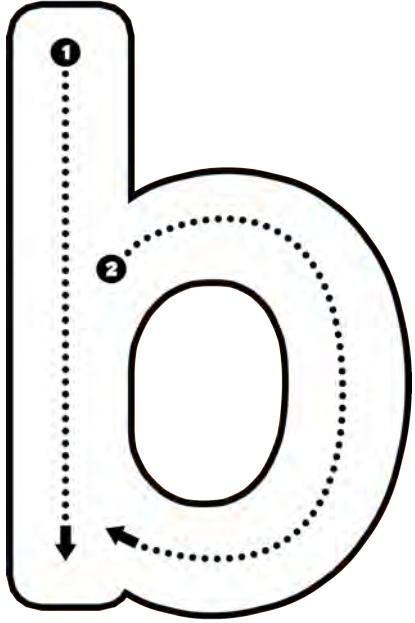
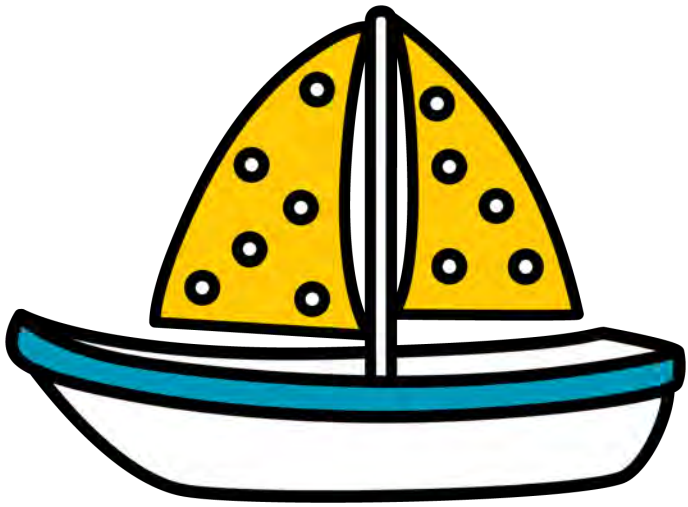
  bike	  helicopter	  rocket	  submarine	  truck
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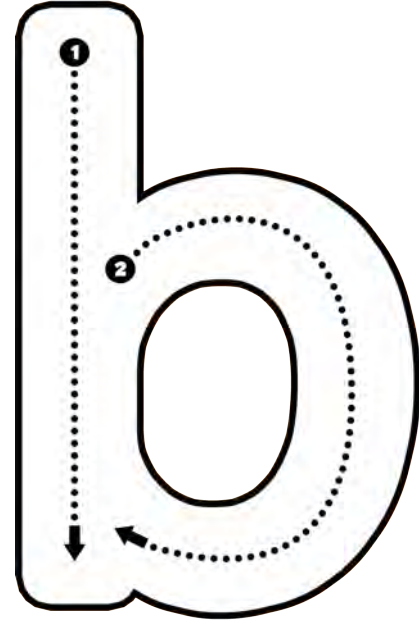
balloon



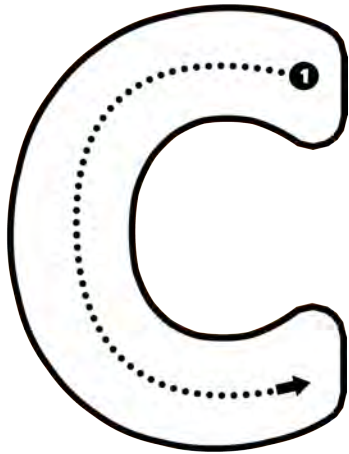
bike



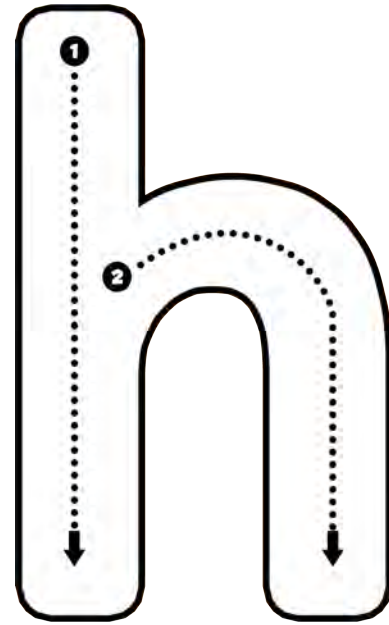
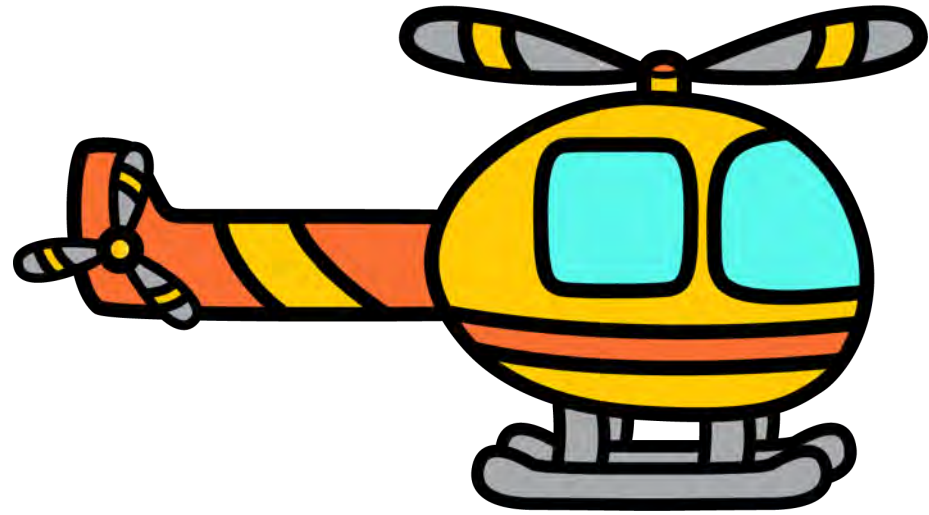
boat



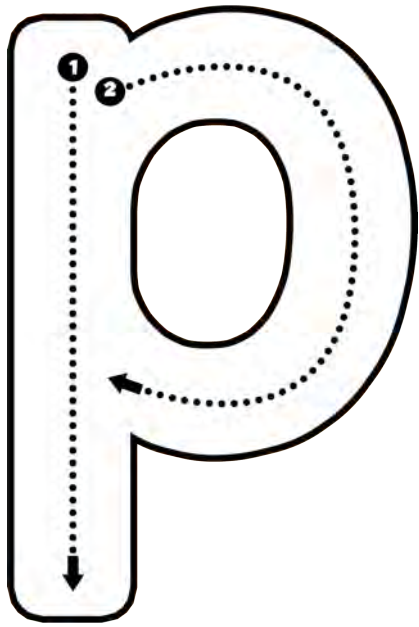
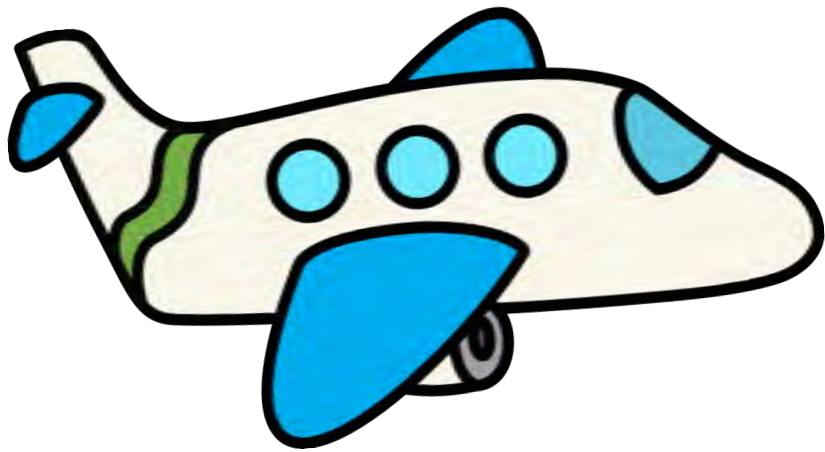
bus



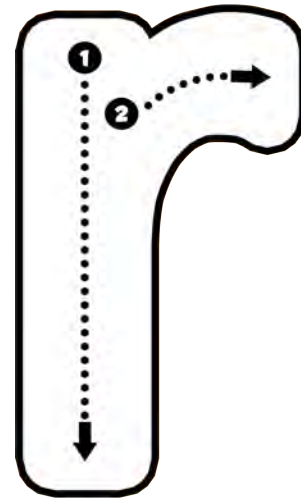
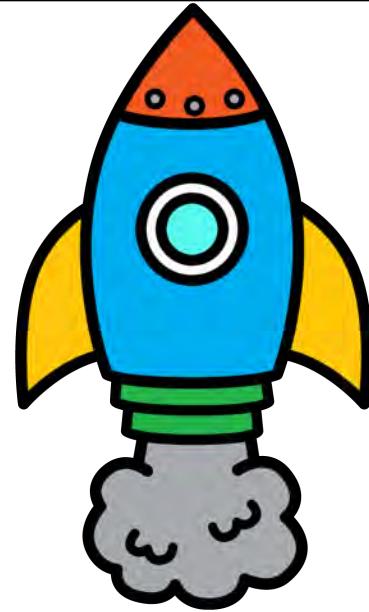
car



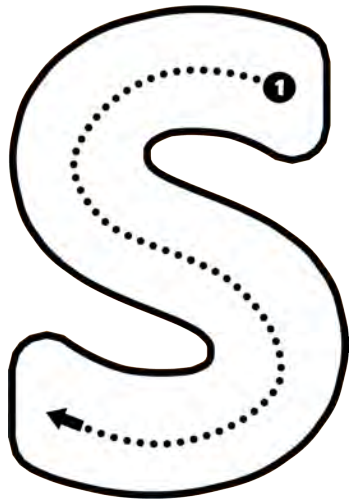
helicopter



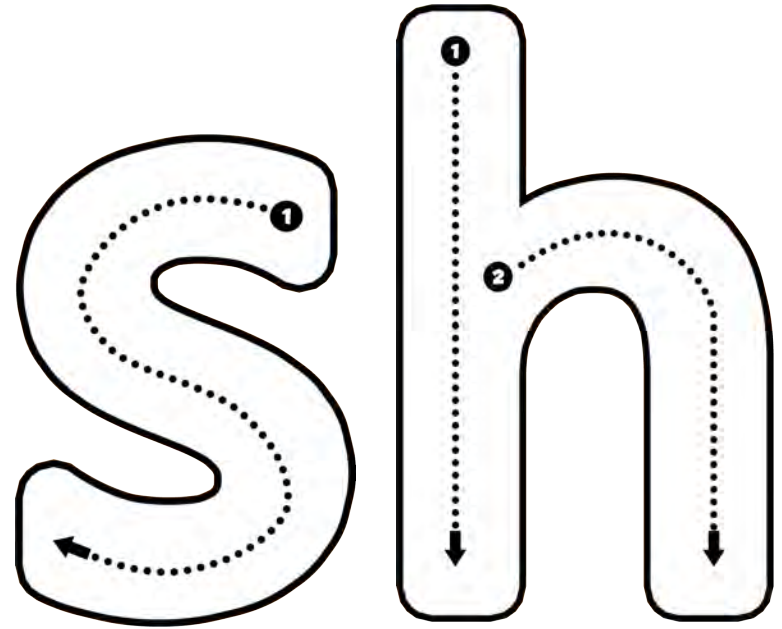
plane



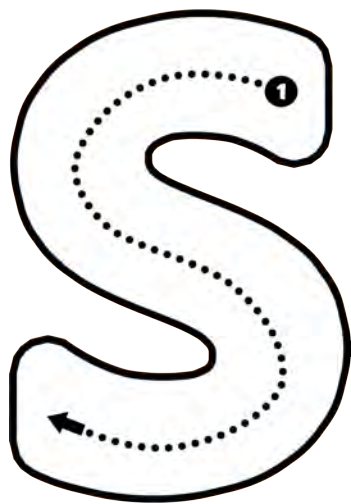
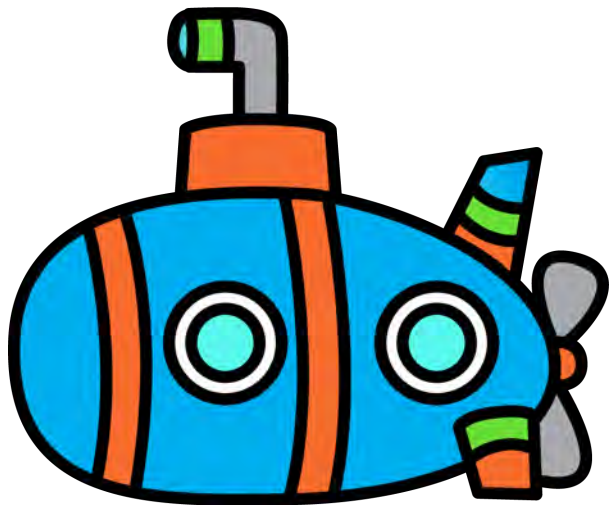
rocket



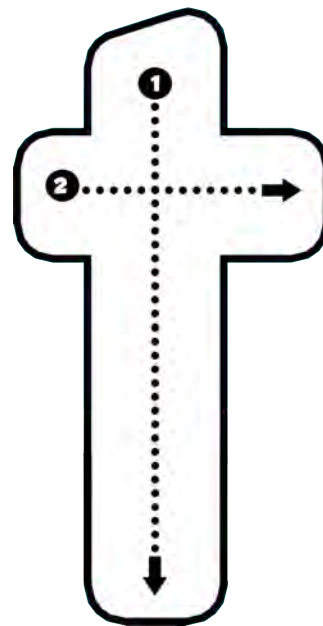
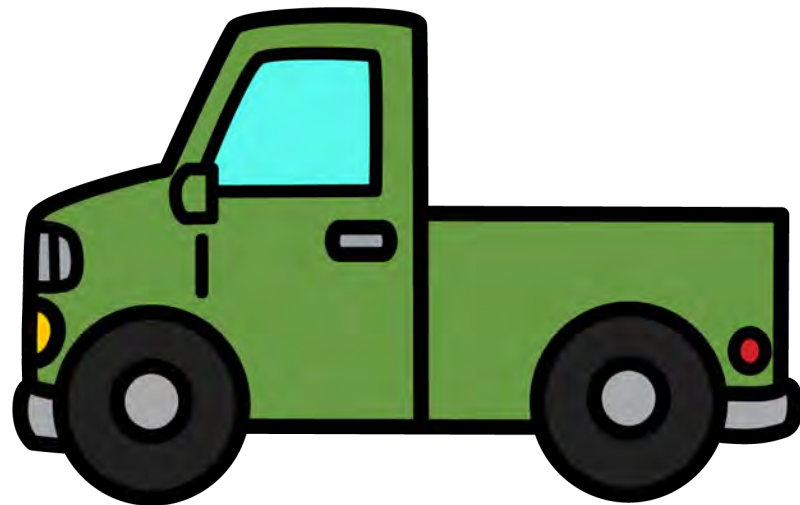
scooter



ship



submarine



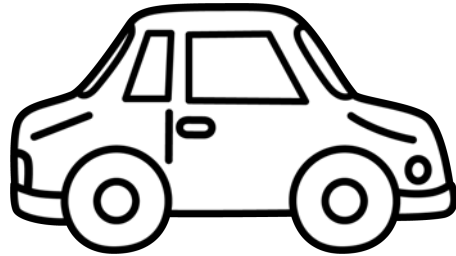
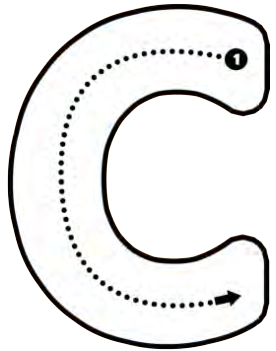
truck

Name _____

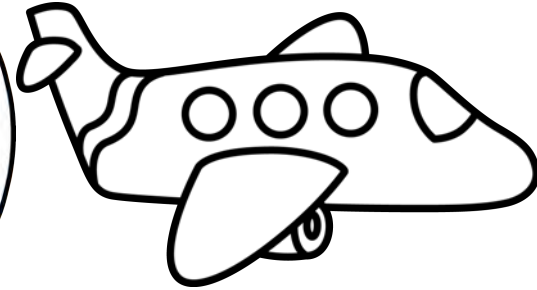
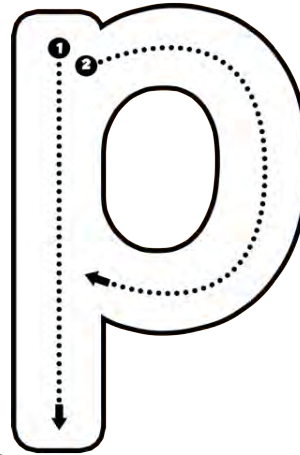
Trace the letters and color the pictures.



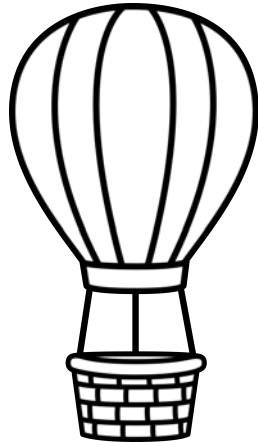
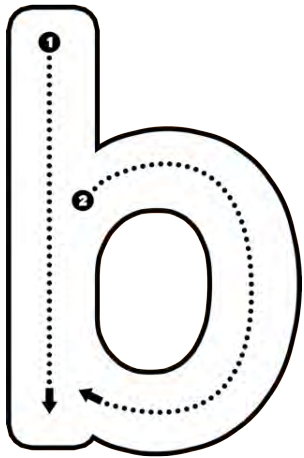
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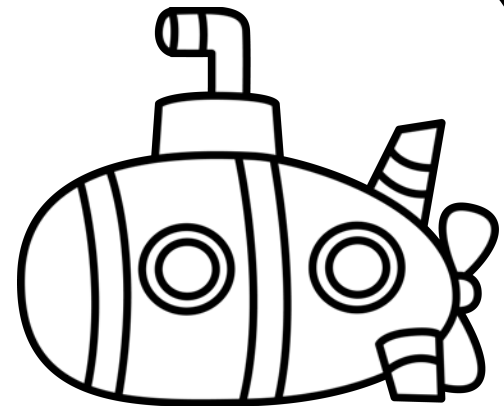
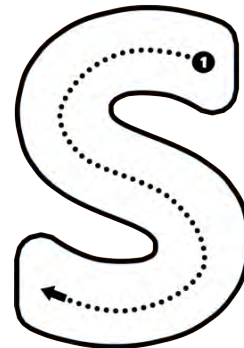
car



plane



balloon



sub

Hot Air Balloons

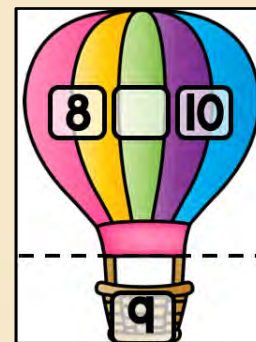
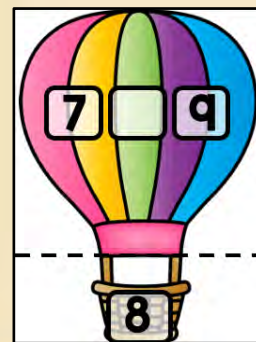
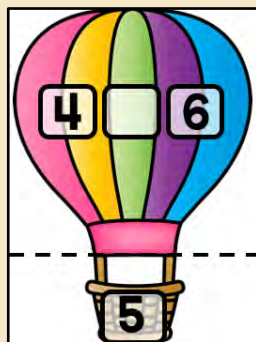
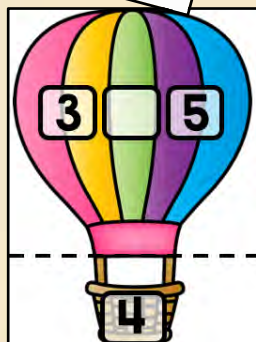
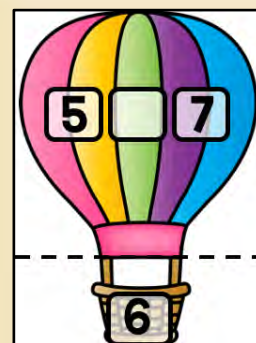
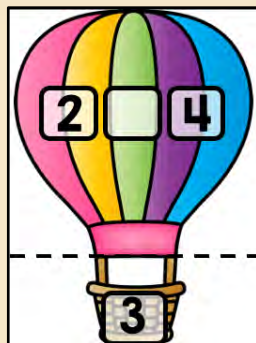
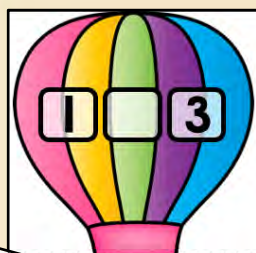
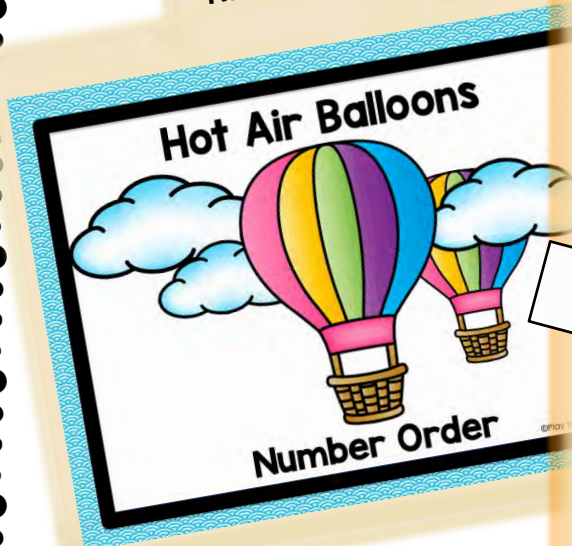
Number Order

Objectives: The students will identify the missing number on each balloon and locate the correct basket.

Preparation: Copy the balloons and cut apart on the dotted line. Provide a number line for additional support.

Procedure: Students match the balloons to the baskets.

Number Order

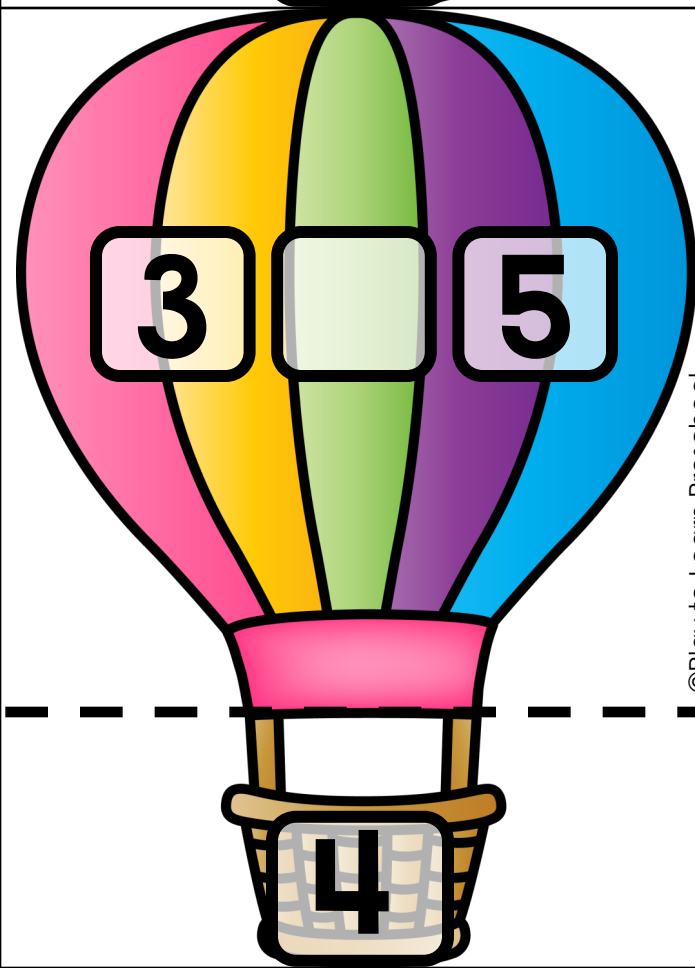
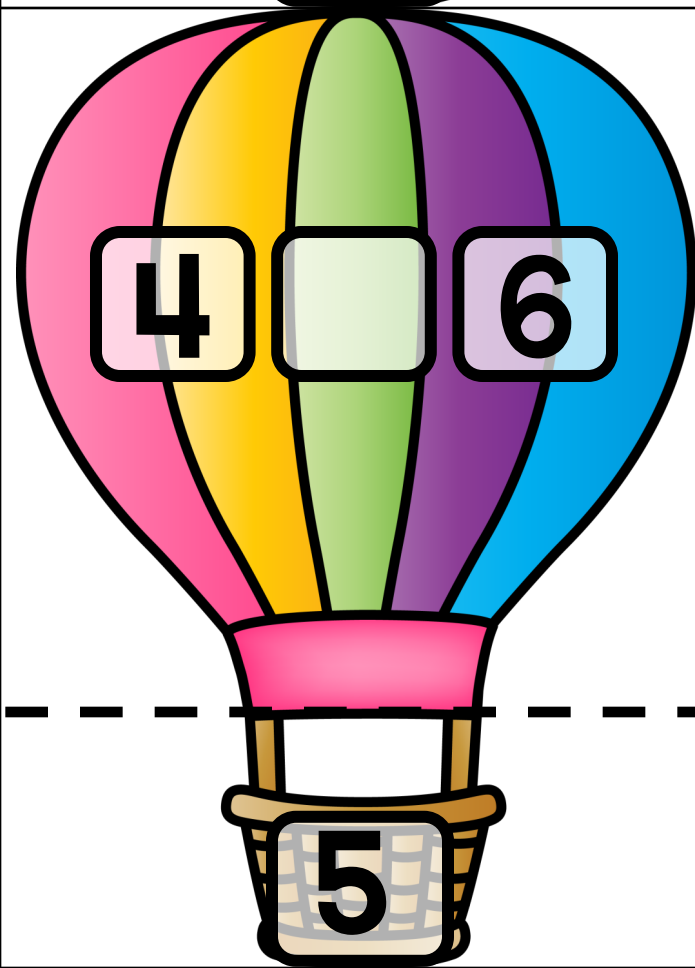
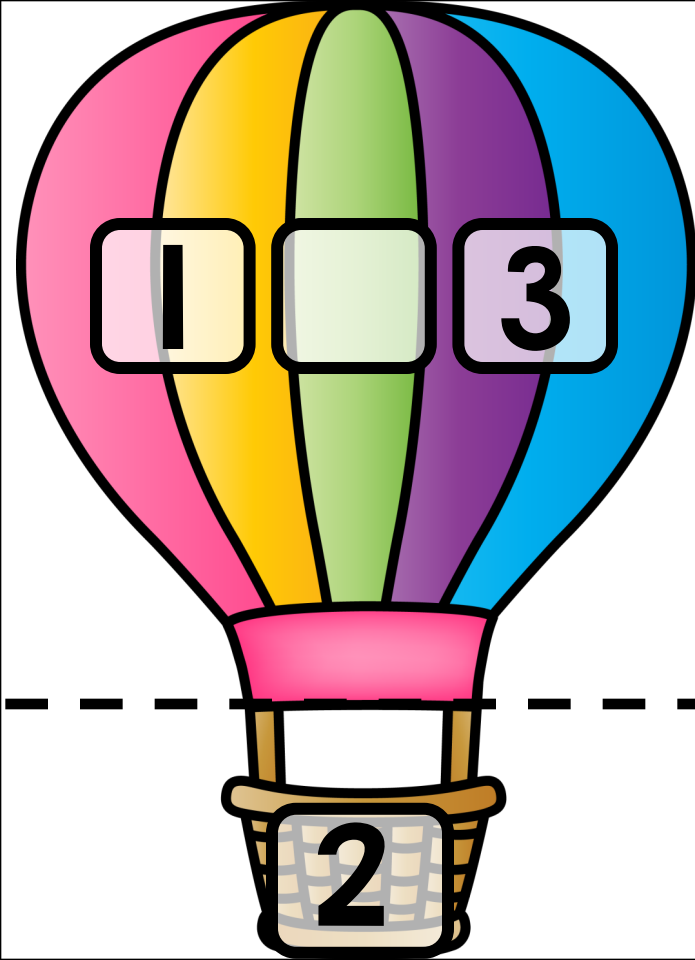
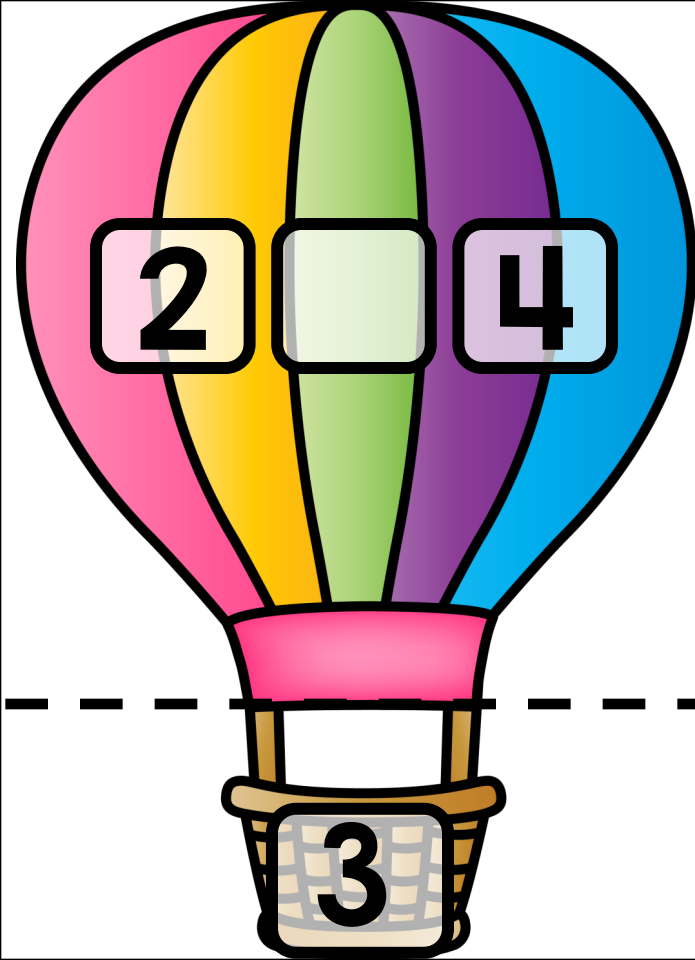


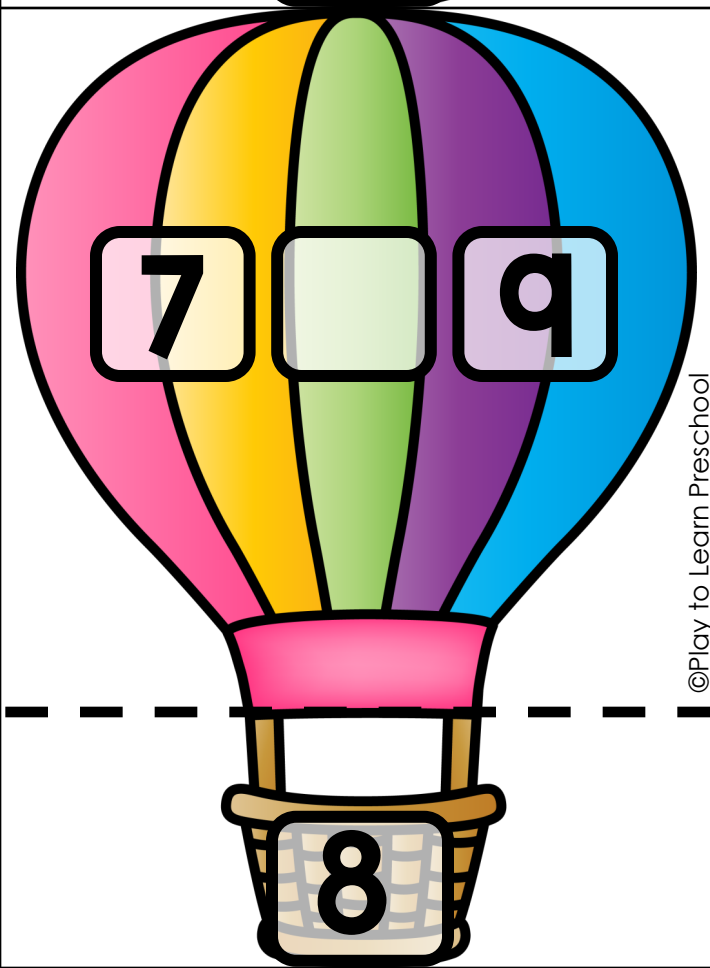
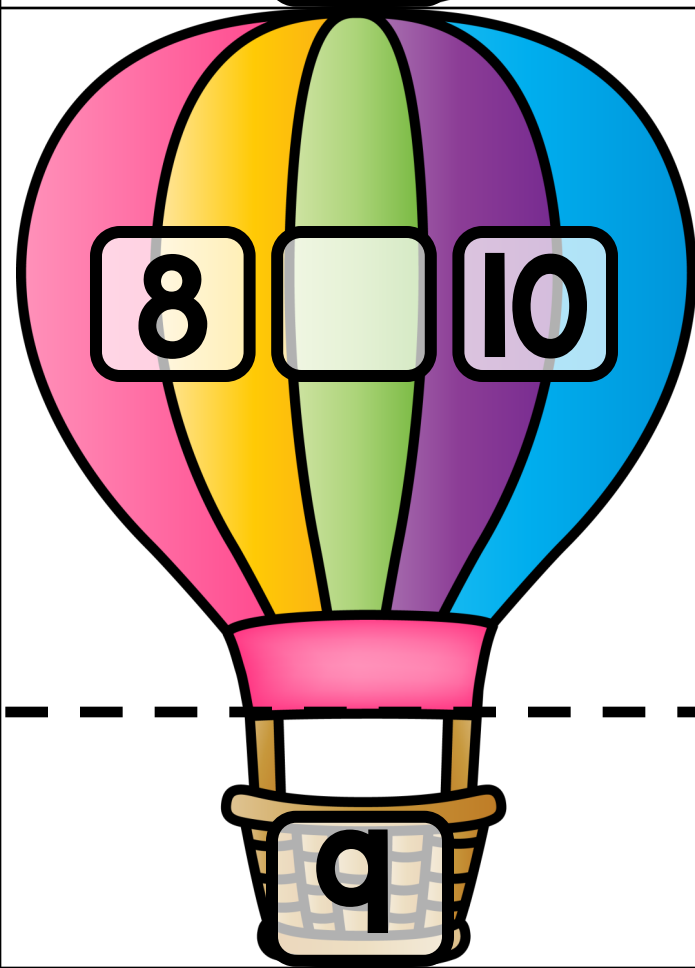
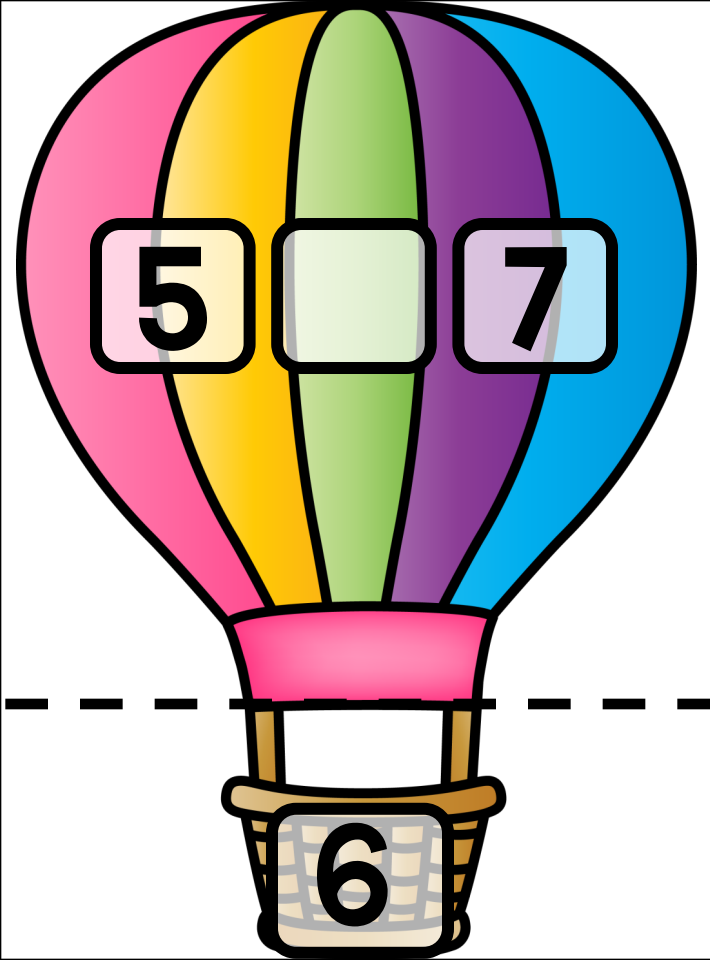
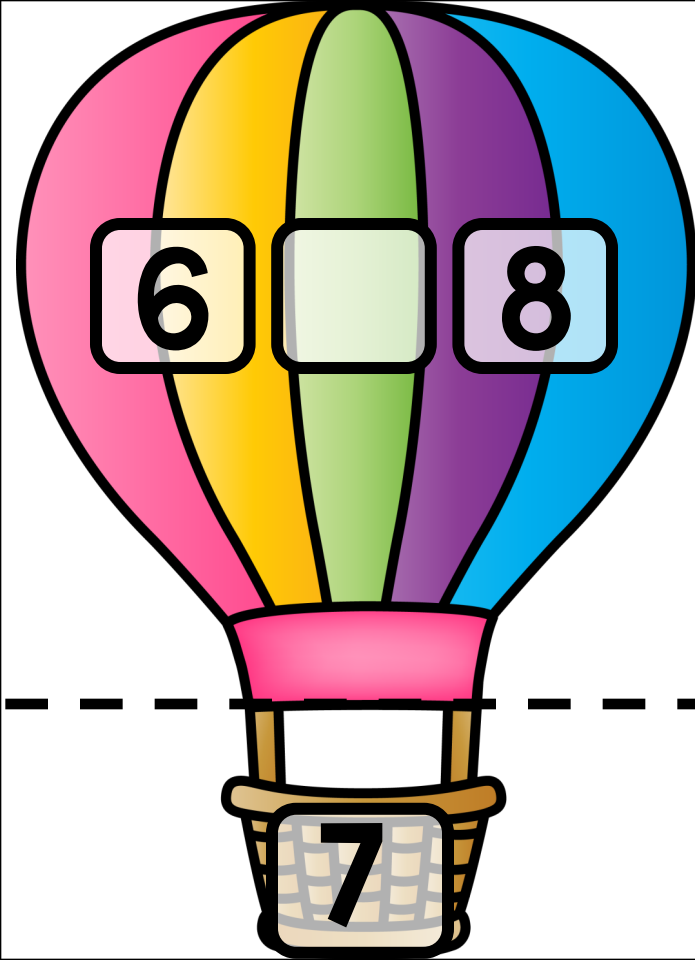
Number Order

Hot Air Balloons



Number Order





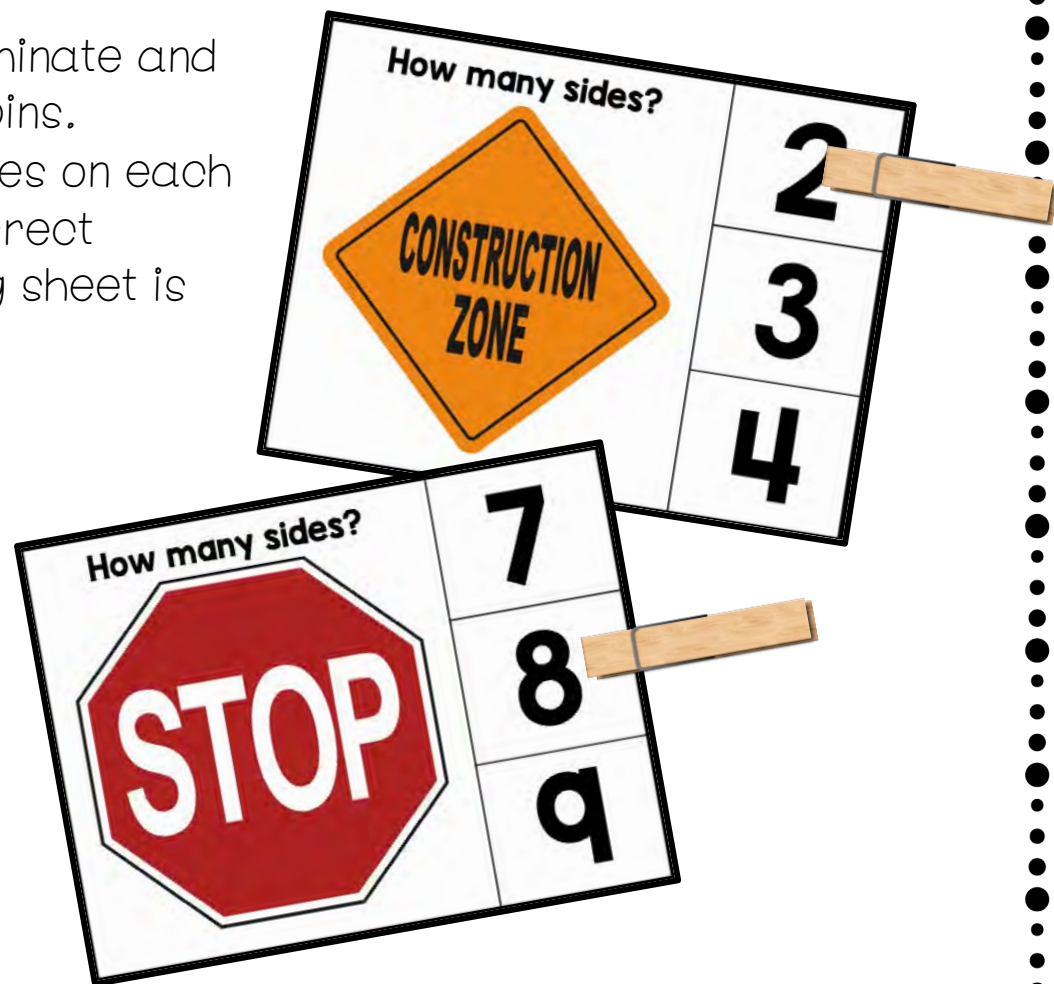
Count and Clip Cards

Counting and shape identification

Objective: The students will count the number of sides on each shape and identify the written numeral.

Preparation: Copy each card, laminate and cut apart. Add a basket of clothespins.

Procedure: Students count the sides on each sign and clip a clothes pin on the correct number. (A differentiated recording sheet is provided for older students.)



Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.

How many sides?



2

3

4

How many sides?



7

8

9

How many sides?



5

6

7

How many sides?



1

2

3

How many sides?



4

5

6

How many sides?



2

3

4

How many sides?



3

4

5

How many sides?



1

2

3

Name _____

How many sides on each sign?
Circle then trace the number.



4 or 5



2 or 3



3 or 4



4 or 5



8 or 9



1 or 4

Name _____

How many sides on each sign?
Write the number.



Drive and Count


Number cards

Objectives: The students will trace each numeral and practice counting.

Preparation: Copy each number card. Provide small hot wheels cars for the students to use.


Procedure: Students use their car to drive along the number. Then, they count that number of cars and park them in the "lot."

Trace the number




three

Park 3 cars in the lot.




Trace the number

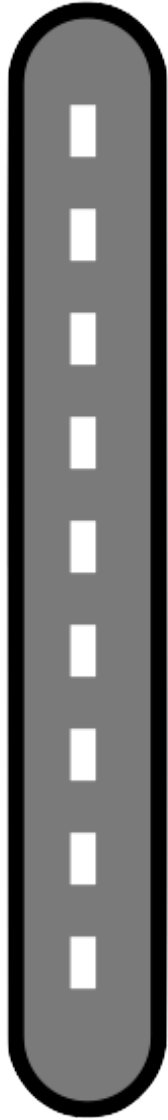


four

Park 4 cars in the lot.



Trace the number

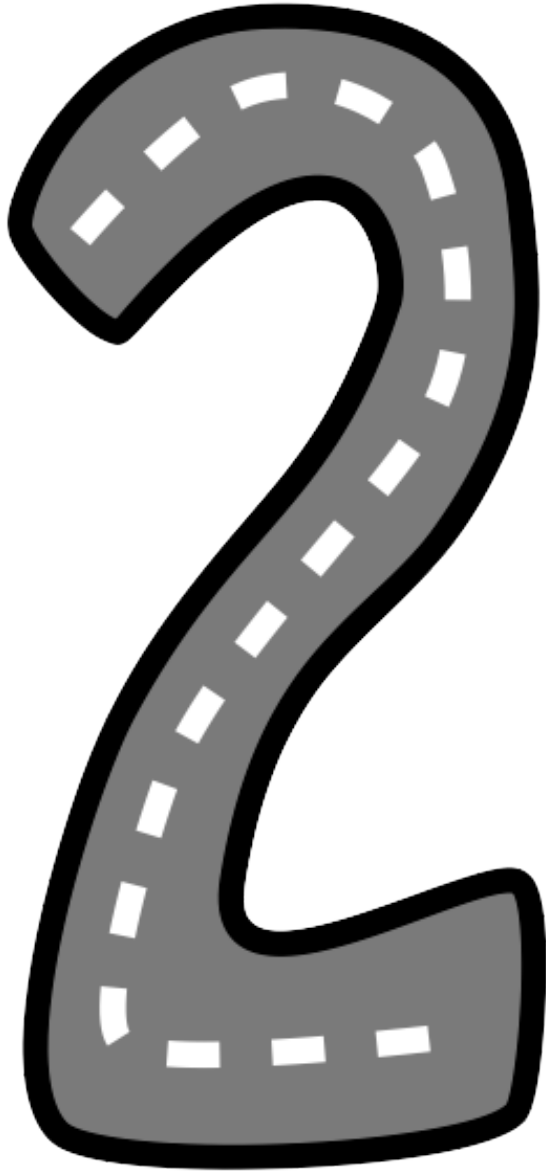


one

Park **1** car
in the lot.



Trace the number



two

Park **2** cars
in the lot.



Trace the number

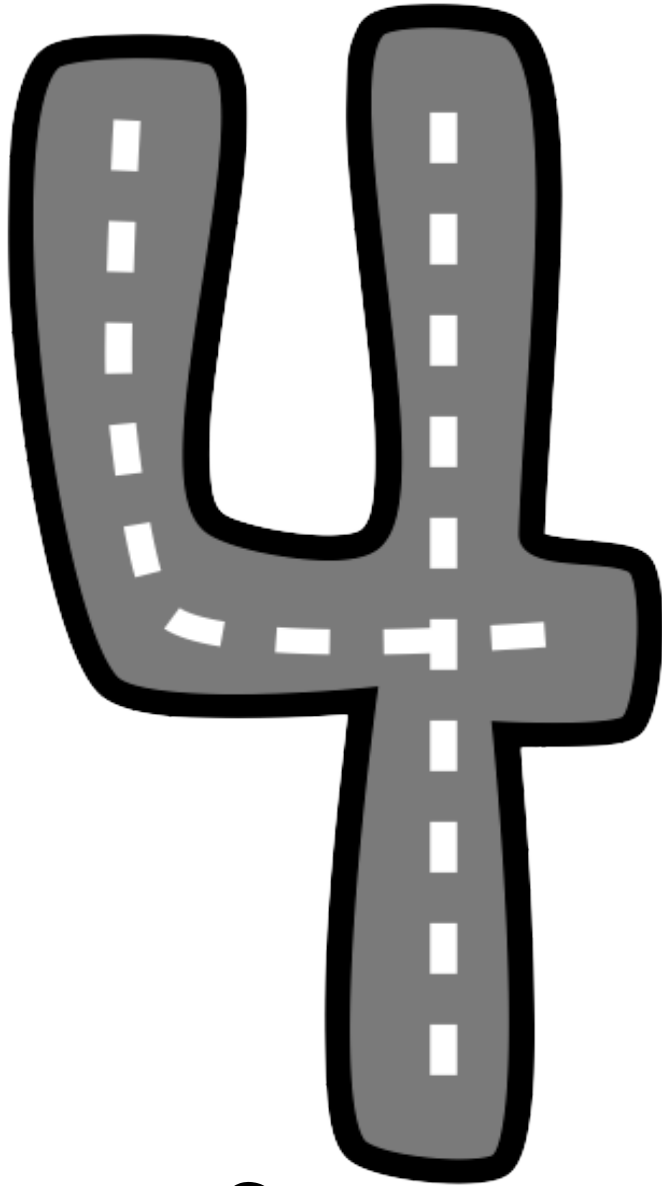


three

Park **3** cars
in the lot.

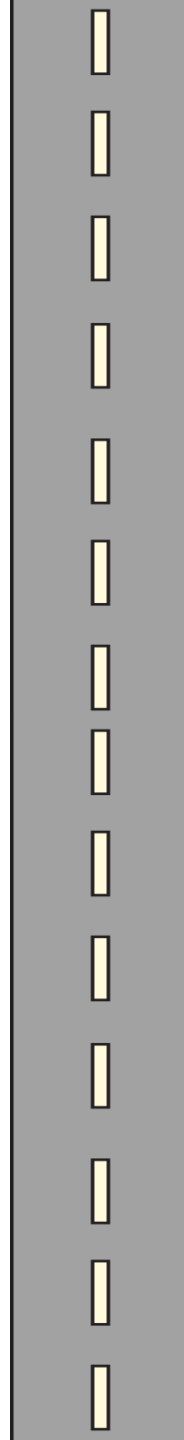


Trace the number

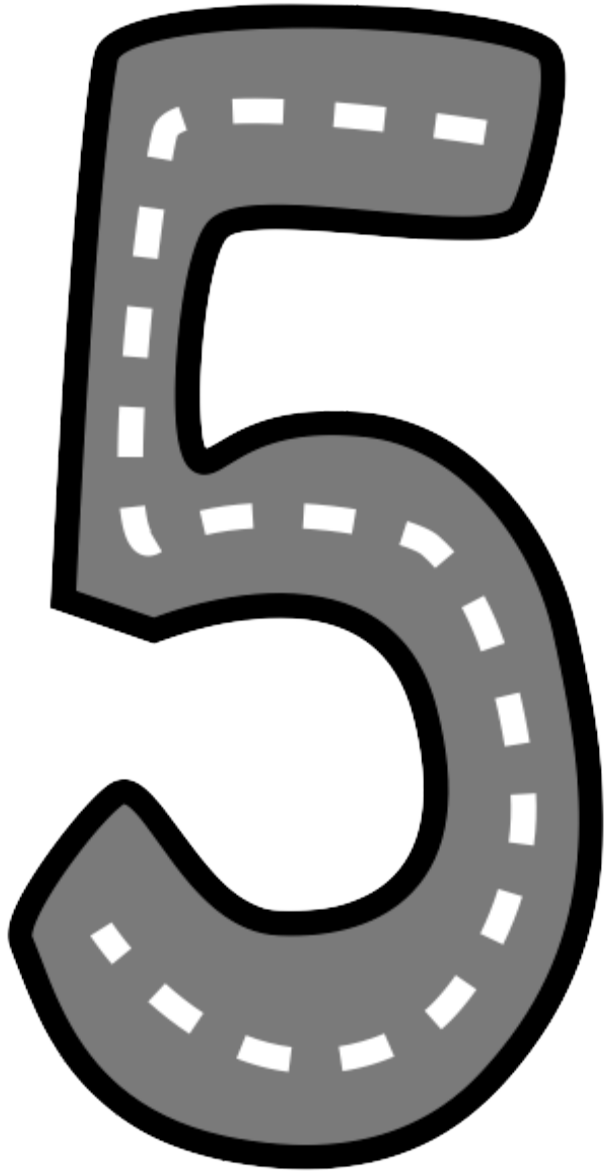


four

Park **4** cars
in the lot.



Trace the number

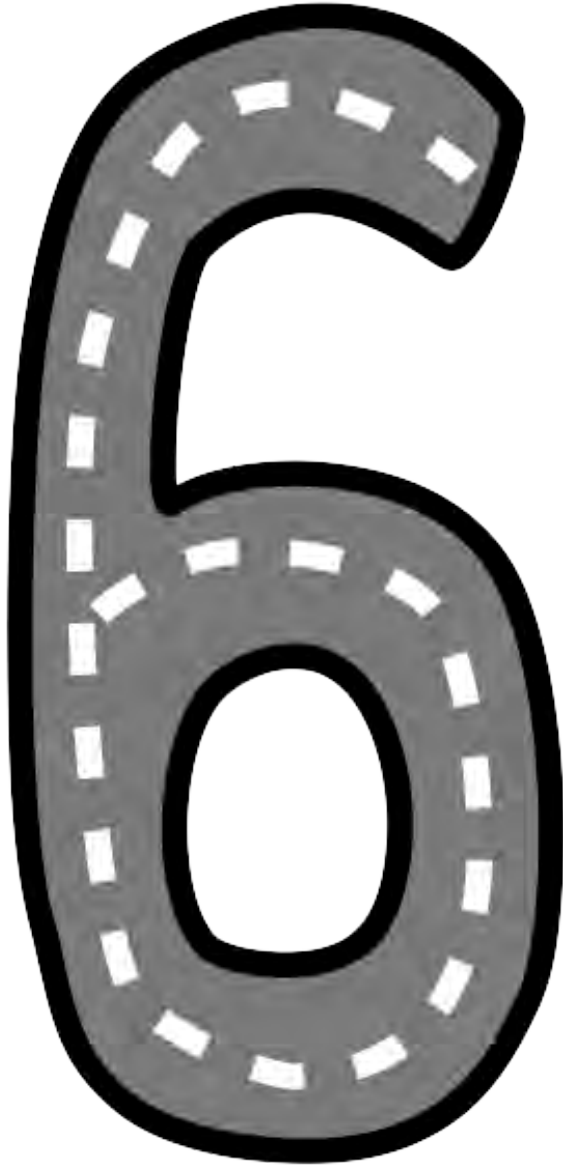


five

Park **5** cars
in the lot.



Trace the number

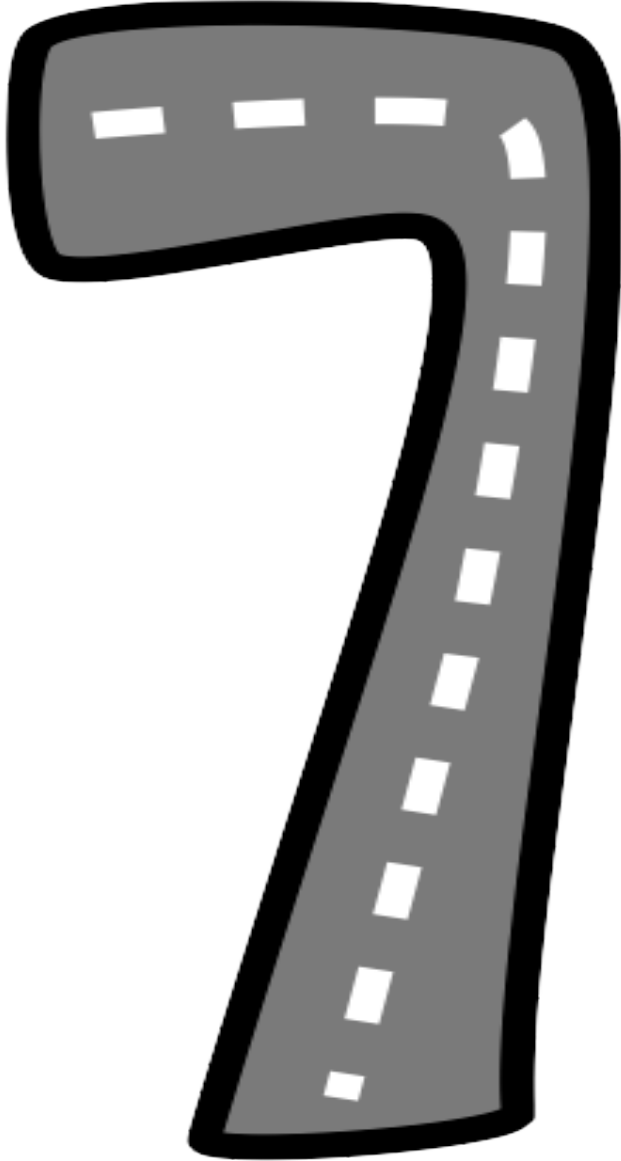


Six

Park **6** cars
in the lot.

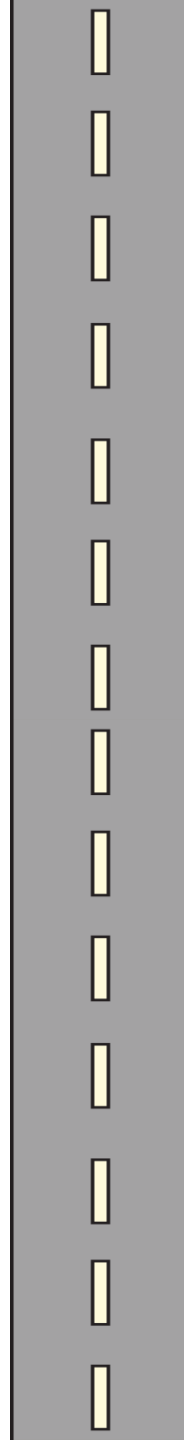


Trace the number

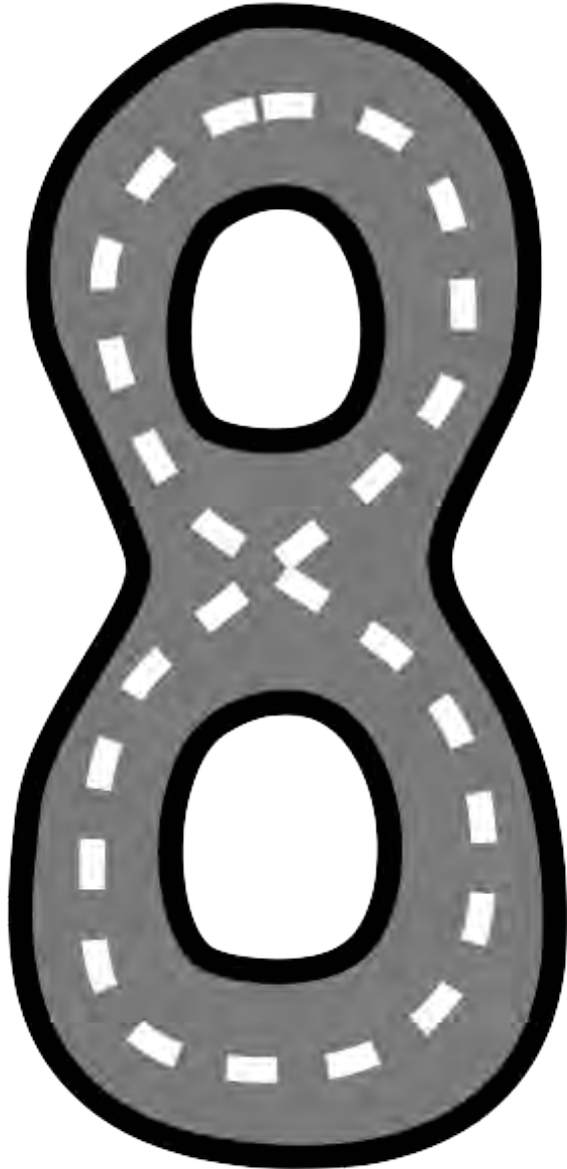


seven

Park **7** cars
in the lot.



Trace the number



eight

Park **8** cars
in the lot.



Trace the number

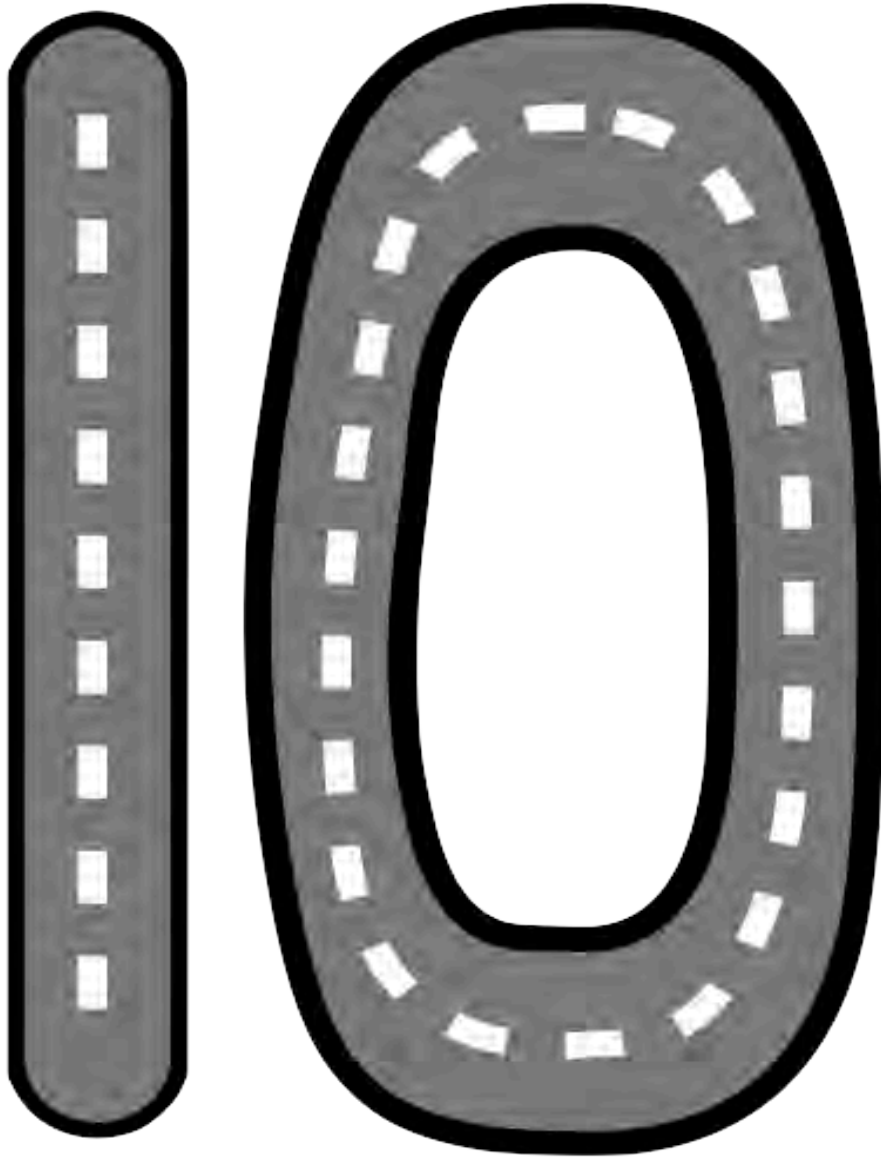


nine

Park **9** cars
in the lot.

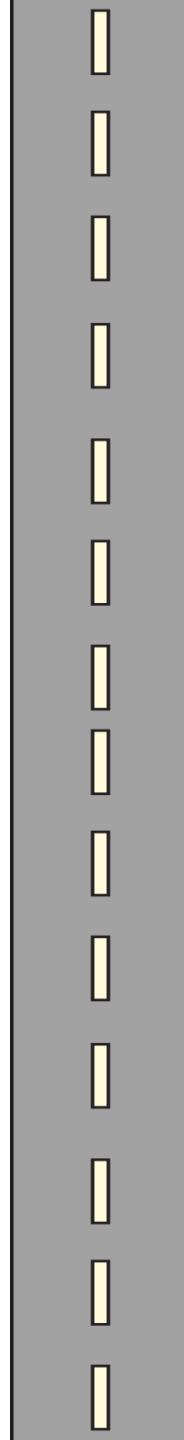


Trace the number



ten

Park **10** cars
in the lot.



Sequencing

Logical thinking

Objectives: The students will put pictures in logical order

Preparation: Copy each transportation card and cut apart.

Procedure: Choose 1 set of header cards (smallest to largest, slowest to fastest, quietest to loudest). Invite students to organize vehicles according to the heading.

We can put them in order from
smallest to biggest.



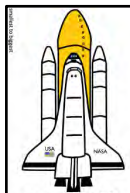
bike



car



bus



space shuttle

We can put them in order from
quietest to loudest



row boat



ice cream truck



motorcycle



police car

We can put them in order from
slowest to fastest.



tractor



ambulance



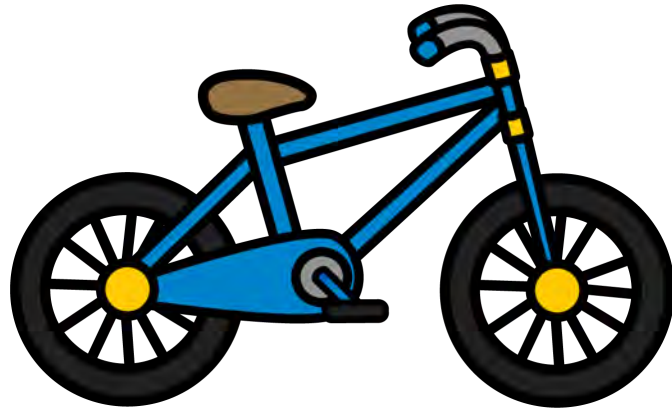
helicopter



jet

We can put them in order from
smallest to biggest.

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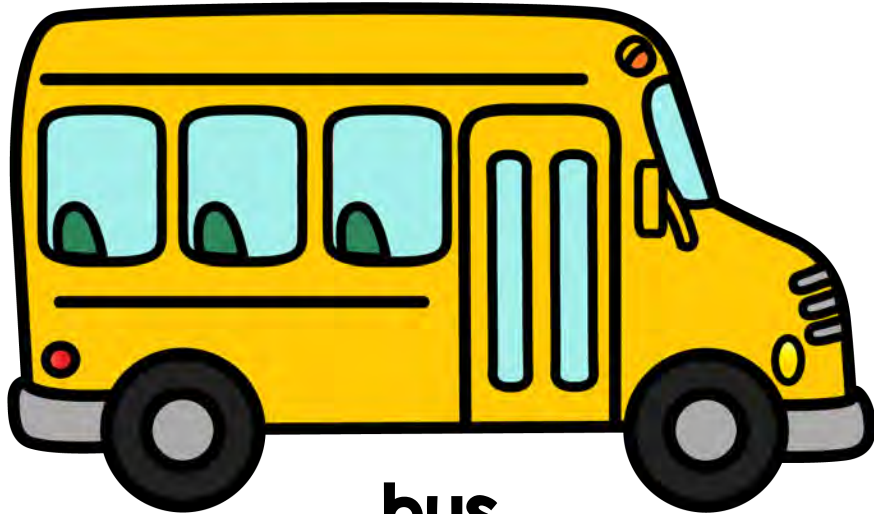
bike

smallest to biggest



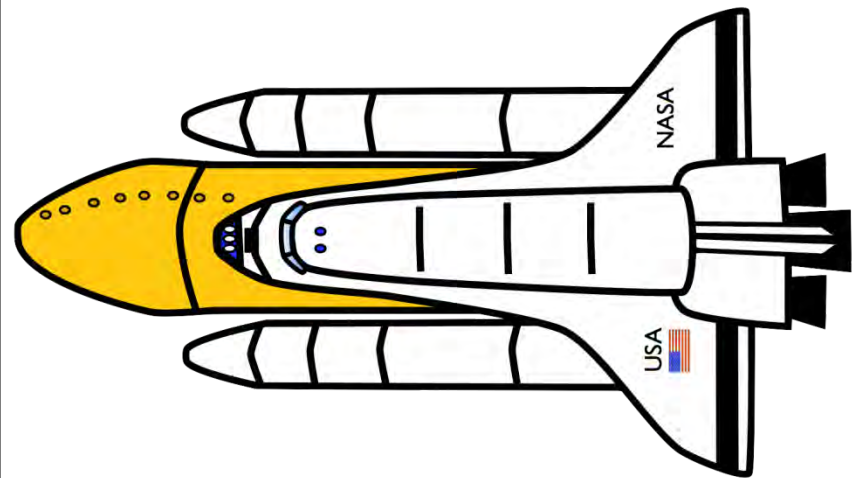
car

smallest to biggest



bus

smallest to biggest



space shuttle

smallest to biggest

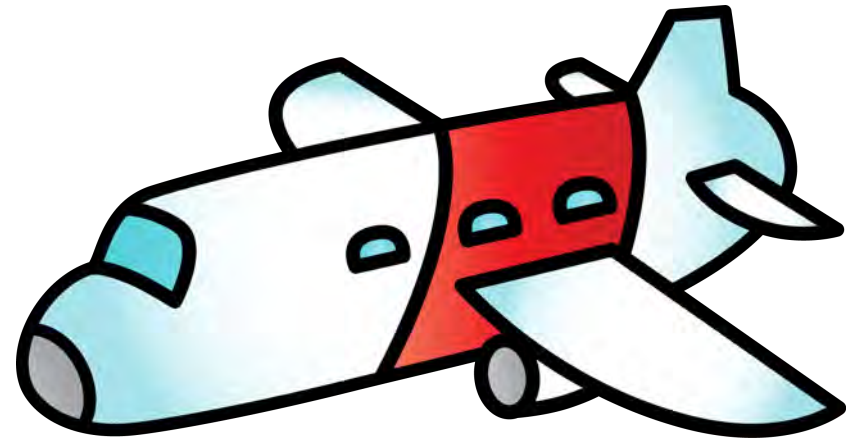
We can put them in order from
slowest to fastest.

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tractor

slowest to fastest



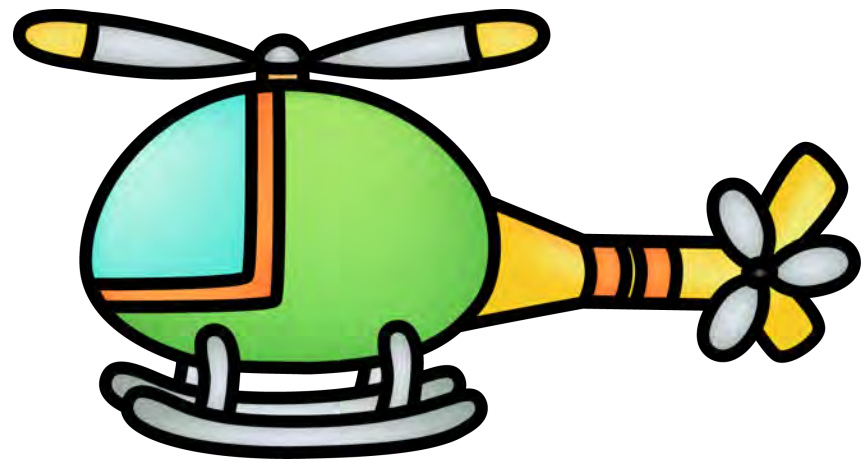
jet

slowest to fastest



ambulance

slowest to fastest



helicopter

slowest to fastest

We can put them in order from
quietest to loudest

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row boat

quietest to loudest



ice cream truck

quietest to loudest



police car

quietest to loudest



motorcycle

quietest to loudest



Transportation Books

for Preschoolers

Air

- *Amazing Airplanes* by Tony Mitton
- *Duck in the Truck* by Jez Alborough
- *Josh Takes A Trip* by Katie Moss
- *Off You Go Maisy* by Lucy Cousins
- *Llama Llama Zippity-Zoom* by Anna Dewdney
- *Roaring Rockets* by Tony Mitton and Ant Parker
- *Airport* by Byron Barton

Sea

- *Busy Boats* by Tony Mitton and Ant Parker
- *Row, Row, Row Your Boat* by Jane Cabrera
- *Super Submarines* by Tony Mitton and Ant Parker
- *I'm Mighty* by Kate McMullan
- *Row Row Row Your Boat* by Iza Trapani

Land

- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *Sheep in a Jeep* by Nancy Shaw
- *Beep, Beep, Vroom, Vroom* by Stuart J. Murphy
- *Little Blue Truck* by Alice Schertle
- *Gus's Garage* by Leo Timmers
- *Two Tough Trucks* by Corey Rosen Schwartz and Rebecca J Gomez
- *Engine, Engine, Number Nine* by Stephanie Calmenson
- *Terrific Trains* by Tony Mitton and Ant Parker
- *I'm Taking a Trip on My Train* by Shirley Neitzel
- *Down by The Station* by Jennifer Riggs Vetter
- *Cool Cars* by Tony Mitton and Ant Parker
- *Trains* by Byron Barton

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for preschool and Pre-K learners:

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Preschool Learners



By Jamie White

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