

# Unit Five: Transportation

Interdisciplinary Unit of Study

NYC DOE

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# I. Unit Snapshot

## Unit Topic:

Transportation

## Essential Question

How does my community use various modes of transportation?

## Focus Questions

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

## Student Outcomes

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

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

## Connected Academic Vocabulary

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

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

## Focus Standards

### From the New York State Prekindergarten Learning Standards (NYSPLS)

#### Domain 1: Approaches to Learning

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

PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences

#### Domain 2: Physical Development and Health

PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills

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

#### Domain 3: Social and Emotional Development

PK.SEL.1. Regulates responses to needs, feelings and events

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

English Language Arts and Literacy

Reading Foundations

PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)

Reading

PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)

Language

PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.

#### Domain 5: Cognition and Knowledge of the World

Mathematics

PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)

PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)

Science

PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool

Social Studies

PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities

PK.SOC.4. Begins to learn basic civic and democratic principles

*PK.SOC.7. Develops a basic understanding of economic concepts within a community*

The Arts

*PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts*

## II. Introduction

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

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

contrast the attributes of different modes of transportation; children can explore the science of how vehicles move according to their interest levels. This subtopic taps into children’s curiosity about vehicles and how they travel and move, enabling meaningful connections to the New York State Prekindergarten Learning Standards (NYSPLS).

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

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In the third week of the unit, children consider the question, “Who operates the vehicles in my community?” In this week, children observe and explore vehicle operators such as bus drivers, police officers, Emergency Medical Technicians (EMTs) and other community helpers. In this week, there are opportunities to extend learning by taking a walking field trip or having a community helper visit the classroom, which connects to NYSPLS social studies standards in Domain 5. These activities culminate in the final week of the unit when children

explore the question, “How do we stay safe when using transportation?” Abstract ideas such as safety, traffic and rules become more concrete when explored through games such as *Red Light, Green Light*. Throughout the unit, we encourage you to highlight various ways public transportation can be accessible to people with disabilities, for example, wheelchair ramps on buses and elevators in subway stations. Children may also be familiar with the use of these accommodations for families with strollers.

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

writing and drawing skills, as well as their understanding of community.

Enjoy the study! As always, feel free to send questions and comments to [deceinstruction@schools.nyc.gov](mailto:deceinstruction@schools.nyc.gov).

## III. Unit Framework

### Essential Question

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

### Focus Questions

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

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

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### Foundational Learning Experiences

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

### Foundational Texts

*PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)*

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

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

### Key Vocabulary

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

### Family and Community Engagement

These are ideas for inviting families to share their experience and knowledge with the class, or for extending learning outside of the classroom. They are aligned to the [NYC DOE Division of Early Childhood Education Early Childhood Framework for Quality \(EFQ\)](#).

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

### Culminating Celebration

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

## Unit Five: Transportation

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

	Week One	Week Two	Week Three	Week Four
<b>Focus Questions</b>	What kinds of transportation do I use and why?	How are various modes of transportation similar and different?	Who operates the vehicles in my community?	How do we stay safe when using transportation?
<b>Foundational Learning Experiences</b>	<p><b>Small Group</b></p> <p>In small groups, invite children to share how they got to pre-K today. Invite children to draw a picture of their mode of transportation on an index card. Children can add their own text or dictate to a teacher. Save the children’s drawings for another activity later in the week.</p> <p><i>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</i></p> <p>See page 40 for lesson plan</p>	<p><b>Whole Group</b></p> <p>Provide pictures of various vehicles and modes of transportation. Supply a different picture for each child in the class (see Section XI: Appendices for ideas). Create a graph with three separate headings, “Air,” “Land,” and “Water” and invite children to place their pictures in the appropriate category. Count the number of pictures, compare quantities using words like least, most, and equal.</p> <p><i>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)</i></p>	<p><b>Foundational Text Read Aloud</b></p> <p>Read some (or all) of the foundational texts by Donald Crews (<i>Harbor, Flying, Truck, School Bus</i>), aloud to the class, pausing to ask the inquiry and critical thinking questions from Section IX. Use the Level 1- Level 3 questions for each text as listed/desired. Add the Level 4 questions after reading several of the texts.</p> <p><i>PK.AC.1. Demonstrates motivation to communicate</i></p> <p>See page 48 for lesson plan.</p>	<p><b>Walking Field Trip</b></p> <p>Invite a crossing guard into the classroom to talk about how to stay safe around various modes of transportation (e.g., driving, walking, riding a bike, etc.).</p> <p><i>PDH.9 Demonstrates awareness and understanding of safety rules</i></p> <p>See page 52 for lesson plan.</p>

	Week One	Week Two	Week Three	Week Four
Focus Questions	What kinds of transportation do I use and why?	How are various modes of transportation similar and different?	Who operates the vehicles in my community?	How do we stay safe when using transportation?
		See page 44 for lesson plan.		
Foundational Texts	<i>The Lost Property Office</i> by Emily Rand	<i>I Really Want to See You, Grandma!</i> By Tarō Gomi	<i>Harbor</i> by Donald Crews <i>Flying</i> by Donald Crews <i>Truck</i> by Donald Crews <i>School Bus</i> by Donald Crews	<i>Go! Go! Go! Stop!</i> by Charise Mericle Harper
Key Vocabulary	bicycle, bus, car, express, fare, feet, helmet, keys, license plate, local, MetroCard, office, parachute, property, scooter, skateboard, stroller, subway, swim, taxi, train, transportation, truck, van, vehicle, wagon	axle, cargo, crutches, drive, engine, ferry, fly, mechanic, motor, propeller, ramp, roll, run, taxi, transport, truck, tunnel, walk, walker, wheelchair	airplane, airport, ambulance, barge, cement mixer, conductor, crossing guard, driver, EMT, engineer, fire engine, firefighter, harbor, helicopter, locomotive, mail carrier, mail truck, operator, pilot, police car, police officer, school bus, tanker, tugboat, train tracks	accident, emergency, safety, seatbelt, speed, speed limit, stop, traffic, traffic jam, traffic light, traffic signs, yield
Culminating Celebration	<p>Create a classroom transportation museum. Invite children to create a vehicle or mode of transportation for the museum using the medium of their choice. Provide opportunities for children to think critically about what they will make, why they want to represent a particular mode of transportation, and how they plan to complete this work. Display the work and invite other people from the building and/or families to visit the museum.</p> <p><i>PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</i></p> <p>OR</p> <p>Work with the children to select one type of vehicle and create a large enough model for the children to fit inside. Invite the class to create the vehicle, and then take a pretend class field trip in the vehicle. Invite the children to determine where to go on the trip and plan for the trip together.</p> <p><i>PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts</i></p>			



## IV. Ideas for Learning Centers

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

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

While the materials you select for centers are extremely important, learning is made richer through the interactions adults and children have during center time. Center time provides an opportunity for staff to engage children in conversation and rich discussion around their interests, strengthening the children's positive self-concept and self-confidence. During center time, teaching staff should intentionally model language, use questioning techniques to promote higher-order thinking skills, actively encourage children's perspectives, increase children's focus on the task at hand, read informally to children, and assess children's learning. When teaching staff interact with children in centers they can model language through initiating, joining and extending conversations, using self and parallel talk and asking open-ended questions that deepen engagement and inquiry while developing problem solving and critical thinking skills.

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

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Play is an important vehicle for developing a variety of skills outlined in the NYSPLS and is woven into many of the EFQ. Rather than detracting from academic learning, purposeful play supports the

abilities that underlie such learning. When children have a sufficient amount of time to play and can access learning centers and the materials in them, they have some of the essential supports necessary for their play to continue developing in complexity. The play-based learning that happens in centers addresses NYSPLS Standard PK.AL.1 (Actively and confidently engages in play as a means of exploration and learning). This same play helps children develop the background knowledge of NYSPLS Standard PK.AC.2 (Demonstrates they are building background knowledge) which is essential for making connections and deepening understandings. For these reasons, teachers should ensure that children have access to and can choose from a variety of learning center materials for one-third of the pre-K day, and support children's engagement in play during center time, making adjustments to the daily schedule to weave in small and whole group activities without infringing on that time. NYSPLS standards are included for all of the activity suggestions here and opportunities for assessment are embedded. Text suggestions that complement these materials and activities are also included.

## Blocks/Construction

### Critical thinking questions/statements:

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

### Suggested Text:

*Machines at Work* by Byron Barton

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

*PK.SEL.4. Develops positive relationships with their peers*

### Hard Hats:

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

*PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities*

### Traffic Signs and Signals:

Add small traffic signs and signals to the construction area. If necessary, print small pictures of signs and tape them onto blocks. Invite children to explore and use them in their play.

*PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities*

### Ramps:

Ask children what ramps are and how they work. Invite children to make predictions and conduct experiments to test their theories. Use the word *ramp* frequently as you play with the children.

*PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

### Ramp Races:

Invite children to create a variety of ramps and use different vehicles to race down the ramps. Encourage children to predict which vehicle will go down the fastest and why. Chart their responses and try their suggestions.

*PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool*

### Train Station

Invite children to consider building a train station. They may want to make a familiar station, look at pictures of train stations for inspiration, or use their imaginations to build. After building, children may want to add train tracks, and/or trains to their stations. Children could make trains or tracks out of classroom materials (i.e. small building materials or recycled materials) in the math/manipulatives center or the art center and add them to their train stations.

*PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills*

### **Build Roads:**

Invite children to use blocks to create roads. They may want to create their neighborhood, or the program neighborhood, and name the streets they build. Invite them to add traffic signs and drive vehicles on the roads.

*PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions*

### **Egg Carton Trains:**

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

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

### **Bridges:**

Invite children to build bridges with blocks and other building materials. Ask them to consider why bridges are important, how they are constructed, etc.

*PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool*

## Dramatic Play

### Critical thinking questions/statements:

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

### Suggested Text:

*Firefighters to the Rescue* by Kersten Hamilton

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

*PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts*

### **Mechanic's Garage:**

Turn the Dramatic Play area into a mechanic's garage. If the children are interested, they can participate in this work. Ask children to share what they think a mechanic is. If they do not know, share that a mechanic is a person who uses tools to build or repair machines. Use the word *mechanic* frequently as you play with the children. To create a garage, consider props such as an assortment of child-friendly tools (e.g. gas pump, coveralls and/or smocks, and an assortment of vehicles for children to repair). Additionally, consider creating a reception area with chairs, magazines, etc., where mechanics can greet customers and discuss the problems customers are having with their vehicles and where customers can wait while their vehicles are being repaired.

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

### **Fire Station:**

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

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

✓ **Opportunity for Assessment:** What does the child share about how to stay safe in an emergency?

### **Subway Station:**

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

PK.SOC.3. Demonstrates an understanding of roles,

rights, and responsibilities

## Art

### Critical thinking questions/statements:

Tell me about your art.

What did you notice about \_\_\_\_?

I notice that you \_\_\_\_\_. How did you do that?

What will you try next? Why?

How does this picture, painting, drawing, etc. make you feel? Why?

### Suggested Text:

*Transportation in my Neighborhood* by Shelley Lyons

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

PK.AC.2. Demonstrates they are building background knowledge

### Train Tracks:

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

PK.AC.2. Demonstrates they are building background knowledge

### Tire Tracks:

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

PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills

### Make a Vehicle:

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

PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape

of an object helps it function as needed to solve a given problem

### Footprints:

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

PK.PDH.2. Uses sensory information to plan and carry out movements

### Vehicle Shapes:

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

PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size

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

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

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

*PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

## Science/Discovery

### Critical thinking questions/statements:

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

### Suggested Text:

*The Great New York Subway Map* by Emiliano Ponzi

Use this book as a reference as children engage in the Magnet Maps activity.

*PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool*

### Magnet Maps:

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

*PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences*

### Keys:

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

*PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool*

✓ **Opportunity for Assessment:** What does the child observe and share about keys and locks? What can they explain about the function of a key?

### Parachutes:

Show children pictures of parachutes and provide materials for them to try to make their own, such as tissue paper or light material, string, scissors, and a small object such as a plastic toy. Share that parachutes can be used to help slow down a falling object and discuss why this might be helpful. After children create their parachutes, attach a small object and drop the parachutes from the highest point possible. Try replacing the small object with other objects of various weights and use a graph to compare the results. Engage children in a discussion to consider what is happening and why (consider using a search engine to find more resources on gravity, air resistance, and drag to facilitate this discussion).

*PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

### Paper Airplanes:

Provide simple directions for folding a paper airplane and invite children to try to fold their own. Encourage the children to explore how they might make the airplanes fly. See [https://en.wikipedia.org/wiki/Paper\\_plane](https://en.wikipedia.org/wiki/Paper_plane) for plane folding directions.

*PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

## Toys and Games / Math Manipulatives

### Critical thinking questions/statements:

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

### Suggested Text:

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

Provide an assortment of small wheels for children to explore. They may want to make them roll, count them, sort them, or explore in another way.

*PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills*

### 18 Wheelers:

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

*PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality*

### Freight Trains:

Supply pictures of train cars, each with a number on the side, as well as small blocks or "freight" and invite children to add the correct amount of freight to each car. Ask children about freight, and for those who are unfamiliar, share that freight is the goods carried by train (or by truck, ship, or aircraft).

*PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality*

### Parking Lot:

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

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

### Traffic Signs:

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

*PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)*

### Community Helper Concentration:

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

*PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities*

### Letter Roads:

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

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*



### **Pattern Block Vehicles:**

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

*PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills*

### **Transportation Board Game:**

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

*PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities*

### **Vehicle Lengths:**

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

*PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)*

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

### **Legos/Duplos:**

Invite children to use Legos/Duplos (if available) to create various vehicles. As they play, talk with the children about their vehicles.

*PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills*

## Sand and Water / Sensory

### Critical thinking questions/statements:

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

### Suggested Text:

*Harbor* by Donald Crews

Invite children to use blocks or recycled materials to create a harbor in the sensory table. They may want to use the book to design the harbor. After building, children might like to add toy boats to enhance their play.

*PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool*

### Boats:

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

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

### Construction Site:

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

*PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool*

### Swim:

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

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

### Lego Boats:

Supply Legos, Duplos, or other small connectors, and invite children to create boats with them. Encourage the children to think carefully about how they can make a boat that floats. After building, invite the children to try their boats. Do the boats float? Ask the children why or why not. If the boats do not float, children may want to make modifications to their boats and test them again.

*PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool*

✓ **Opportunity for Assessment:** What does the child consider when building their boat? What observation(s) do they make about their boat? What (if any) modifications do they make after testing their boats?

## Library

### Critical thinking questions/statements:

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

### Note:

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

### Picture Stories:

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

*PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence*

### Author Study:

Place several of Donald Crews’ transportation related books (e.g., *School Bus, Harbor, Truck, Flying*) in a basket in the library. Share with the children that the same person wrote the words and created the pictures for all of these books; they all have the same author and illustrator. Invite children to read the books. What is similar? What is different? Which book do they like best? Why?

*PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator*

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

### Story Table:

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

*PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)*

### Favorite Book Graph:

Select a few of the books the class currently enjoys and create a graph for children to share which book they like best. Encourage children to share what they like about their favorite book.

*PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests*

## Cooking and Mixing

*(As needed)*

### Critical thinking questions/statements:

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

### Note:

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

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

Children must always wash hands before and after cooking experiences.

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

### Playdough Tracks:

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

*PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills*

### Edible Boats:

Invite children to use fruit to make boats. For example, a banana could be a boat, cherries could be windows, and apple slices could be sails.

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

### Vegetable Trucks:

Invite children to use vegetables to make trucks. For example, a celery stalk could be the body of the truck, and cherry tomatoes, or carrot rounds could be wheels.

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

### Traffic Lights:

Invite children to use foods to make a traffic light. For example, start with a rectangular cracker, cover with cream cheese and add a strawberry slice, apricot half and kiwi slice to create a traffic light.

*PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills*

√ **Opportunity for Assessment:** How does the child use their fine motor skills to place the pieces of fruit on their traffic light?

## Computer/Technology

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

### Critical thinking questions/statements:

I notice that you \_\_\_\_.

How did you figure that out?

What will you do next? What if you try \_\_\_\_?

How could you \_\_\_\_

### **Traffic Sounds:**

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

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

### **Bridges:**

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

*PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

## Outdoors / Playground

### Critical thinking questions/statements:

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

### Suggested Text:

*The Snowy Day* by Ezra Jack Keats

Invite children to make tracks like the boy in the story did. Among other considerations, children may want to think about where to make the tracks and what materials would work well.

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

### **Move to a Letter:**

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

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

### **Tracks:**

Invite children to walk or drive vehicles through the snow to create tracks. Suggest various movements such as jump, hop on one foot, etc., and encourage children to look at the tracks they create. If there is not enough snow for this activity, consider other surfaces that may work well for creating tracks (e.g. sand, dirt).

*PK.PDH.3. Demonstrates coordination and control of large muscles*

### **Bikes on Roads:**

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

*PK.SOC.4. Begins to learn basic civic and democratic principles*

### **Flight Length:**

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

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

✓ **Opportunity for Assessment:** What numerals is the child able to identify?

### **Traffic Light Bean Bag Toss:**

Place a large red circle, yellow circle, and a green circle on the ground. Invite children to share what each color on the traffic light means and what vehicles do for each color. Invite children to toss bean bags onto specific colors. They may want to move fast when someone tosses a bag on the green circle, slowly when someone tosses a bag on the yellow circle, and stop when someone tosses a bag on the red circle.

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

## Writing

### Critical thinking questions/statements:

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

### Suggested Text:

*Float* by Daniel Miyares

Invite children to create their own words for this story. Children can tell their stories verbally, use dictation, or invented spelling to do their own writing.

*PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)*

### Car Writing:

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

*PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts*

### Letter Maze:

Use tape to create a maze on a table top. Add a few letters that are common in the children's names. Invite children to drive a vehicle through the maze and search for the letters in their names. Provide children's name cards for them to reference, if necessary.

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

### Parking Lot:

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

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

### Traffic Signs:

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

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

### License Plates:

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

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

✓ **Opportunity for Assessment:** Which letters does the child successfully identify? Which numbers do they successfully identify?

## Music and Movement

### Critical thinking questions/statements:

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

### Suggested Text:

*Transportation in My Neighborhood* by Shelly Lyons.

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

*PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts*

### **Red Light, Green Light:**

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

*PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities*

### **Fly Like an Airplane:**

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

*PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts*

### **Music for the Road:**

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

*PK.ARTS.8. [MU:Cr1-3.PK] Creates Music*

### **Bicycle Bells:**

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

*PK.ARTS.8. [MU:Cr1-3.PK] Creates Music*



## V. Foundational and Supporting Texts

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

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

### Foundational Texts

***The Lost Property Office*** by Emily Rand: A little girl and her mother are on the train and it is very busy! When they arrive at their destination and get off the train, they realize something is missing!

***I Really Want to See You, Grandma!*** By Tarō Gomi: Yumi and her grandmother have the same great idea: They want to see each other. So they each head out to do just that, only to completely miss each other along the way!

***Harbor*** by Donald Crews: Explore the color and action of liners, tankers, tugs, barges, ferryboats, and fireboats in the harbor.

***Flying*** by Donald Crews: A demonstration of what it is like to fly in a passenger plane.

***Truck*** by Donald Crews: Hop into the driver seat as a big, red truck makes its way from the loading dock through the city to its destination.

***School Bus*** by Donald Crews: What is large (or small), bright yellow, and filled with students? A school bus!

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

### How to Use Foundational Texts

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

- Take a “picture walk” through the book the first time you read it by just showing the pictures and asking the children what they see and what they think the book is about.

- Consider reading the book once without pausing so that children hear the cadence of the words and hear the story in its entirety.
- Model skills readers use to gain greater understanding of content by thinking aloud about the meaning of a word in context or drawing a conclusion based on prior knowledge.
- Write down and post children’s responses to questions with more than one possible answer.
- Ask children to make predictions based on what they know so far and ask them to explain their thinking.
- Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.
- Invite children to make connections between the book and their own life experiences.
- Brainstorm potential solutions to a problem a character might be facing.
- Ask children what the character could do differently or ask them what they might do if they were in the place of the main character.
- As the book becomes familiar to the children, ask for volunteers to “read” it to you or small groups of children, letting them describe the pictures and the story in their own words.
- Compare and contrast books with similar content, themes or structures.

- Preview or review texts or parts of texts (particularly vocabulary) for children who need additional language or learning support.
- As children become more familiar with the story or information, use this as the beginning of extension activities like acting out a story, painting or drawing something inspired by the text, or creating puppet shows.

## Supporting Texts

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

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

***Dump Truck Disco*** by Skye Silver: Dump Truck Daisy and her construction vehicle crew are on a secret nighttime mission -- build a playground before sunrise!

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

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

***\*Fire! Fuego! Brave Bomberos*** by Susan Middleton Elya: A brave group of firefighters set off to battle a blaze at a townhouse.

***Float*** by Daniel Miyares: A little boy takes a boat made of newspaper out for a rainy-day adventure.

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

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

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

***My Papi Has a Motorcycle*** by Isabel Quintero: A celebration of the love between a father and daughter, and of a vibrant immigrant neighborhood.

***Saturday*** by Oge Mora: Join a mother and daughter on an up-and-down journey that reminds them of what's best about Saturdays: precious time together.

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

***\*The Bus for Us*** by Suzanne Bloom: Today is Tess's first day of school and her very first ride on a school bus.

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

***The Great New York Subway Map*** by Emiliano Ponzi: Discover the fascinating story of the New York City Subway map creation.

***The Snowy Day*** by Ezra Jack Keats: A small boy experiences the joy of a snowy day.

***The Wheels on the Bus*** by Melanie Williamson: Come along on an exciting bus ride from a Guatemalan village to a market town with this fresh take on a favorite song.

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

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

***Zero Local Next Stop: Kindness*** by Ethan Murrow: Board the train for a story of art, diversity, and community.

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

Critical thinking skills are foundational to learning and educational success.

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

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

### ***The Lost Property Office* by Emily Rand**

*PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text.*

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

What does the girl leave on the train?

Where is the little girl going when she leaves Teddy on the train?

Who takes the girl to find Teddy?

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

Why do you think the girl was so sad about losing Teddy?

Have you ever lost anything special? How did that feel?

Did you ever lose something special and then get it back later? How did that feel?

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

There were many, many things at the lost property office. Why do you think there were so many things there?

How do the things people leave on the train get to the lost property office?

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

There were lots of glasses, umbrellas, hats, and teddy bears at the lost property office. Why do you think were so many of these items there?

What types of things might be easy to leave on the train? What types of things might be harder to leave on the train? Why?

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

**I Really Want to See You, Grandma**  
**by Tarō Gomi**

*PK.SEL.1. Regulates responses to needs, feelings, and events*

**Level 1: Recall**

Who did Yumi want to see?

Who did Grandma want to see?

What were some of the vehicles Yumi and Grandma used when they tried to see each other?

**Level 2: Skill/Concept**

What happened when Yumi and Grandma tried to see each other?

How do you think Yumi felt the first time she got to Grandma’s house but Grandma wasn’t there?

How do you think Yumi felt the second time she got to Grandma’s house but Grandmas wasn’t there?

How do you think Yumi felt when she finally met Grandma under the tree?

**Level 3: Strategic Thinking**

Why do you think Grandma and Yumi wanted to see each other?

Who are some of the people you like to see? Why do you like to see them?

**Level 4: Extended Thinking**

When Yumi got to Grandma’s house, Grandma wasn’t there but someone else was. When Grandma got to Yumi’s, Yumi wasn’t there but someone else was. Who do you think those other people were?

Yumi and Grandma passed each other many times when they were trying to see each other. How could they have prevented this problem in the first place?

***Harbor by Donald Crews***

*PK.AC.2. Demonstrates they are building background knowledge*

**Level 1: Recall**

What were some of the boats that were in the harbor?

**Level 2: Skill/Concept**

Why is the tugboat the busiest boat in the harbor?

**Level 3: Strategic Thinking**

Ferryboats do not need to turn around because the back becomes the front. What other vehicles don’t need to turn around? What are some vehicles that do need to turn around?

***Flying by Donald Crews***

*PK.AC.2. Demonstrates they are building background knowledge*

**Level 1: Recall**

What were some of the things the plane flew over?

**Level 2: Skill/Concept**

The airplane in this book flew through the clouds. What do you think it is like to fly through the clouds?

**Level 3: Strategic Thinking**

There are many different types of transportation. When might it be helpful to take an airplane?

### **Truck by Donald Crews**

*PK.AC.2. Demonstrates they are building background knowledge*

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

What was in the back of the truck?

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

What was the truck in this book doing? How do you know?

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

There are many pictures in this book and only a few words. That means I used the pictures to tell this story and there are many different ways we could tell the story. Let's take a look at some of the pages and tell a partner what we think could be happening.

### **School Bus by Donald Crews**

*PK.AC.2. Demonstrates they are building background knowledge*

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

What do school buses do?

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

Why are school buses helpful?

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

Why are school buses yellow?

### **Harbor, Flying, Truck, School Bus by Donald Crews**

*PK.AC.2. Demonstrates they are building background knowledge*

After reading several, or all, of the Donald Crews books, ask children the following Level 4: Strategic Thinking questions:

We have read several books written and illustrated by Donald Crews. What is similar about all of these books? What is different?

We read several books by Donald Crews about transportation. He wrote other books about transportation, too. Why do you think Donald Crews wrote about transportation?

If you were going to write a book about transportation, what type of vehicle or travel would you write about? Why?

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

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

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

What was Little Green's first word?

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

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

Why was Little Red important?

Why was Little Yellow important?

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

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

What do traffic lights do?

Why is it important to follow traffic lights and signals?

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

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

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

## VII. Sample Weekly Plan

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

### Quick Tips for Small Group:

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

If children decline...

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

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

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

### WEEK ONE

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

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

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

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine	Continue to supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and a basket of name/picture cards for each child (laminated cards with each child's picture and first name, with the first letter in red). Remind children to sign in if necessary and continue to encourage any mark children make according to each child's needs, but be ready to help children who are ready for an additional challenge by adding their last name or encouraging them to look closely at the model letters on their name card to improve accuracy. Observe children's writing and refer to the stages of prewriting (in Unit 3: All About Us) to determine what to expect next and how to best support the continued development of the child. This activity can be done as children arrive or later in the day. If children seem uninterested in signing in in this manner, consider encouraging them to write their names throughout their center time play. For example, children could add their own names to their artwork or create their own name cards to save their structures in the Block/Construction area. <i>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English</i>				

WEEK ONE

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

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

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Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><i>grammar and usage when writing or speaking.</i></p> <p>Greet each child as they arrive. Celebrate the children’s arrival with feeling phrases such as, “I feel excited/happy to see you!” This helps to set a positive tone in the classroom.</p>				
<p><b>Large Group Meeting</b></p> <p><i>In order to reduce the amount of time that children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about other large group activities and whether they are essential to the day.</i></p>	<p>Cut pictures of an assortment of vehicles in half. Give each child one half. Invite children to find the child who has the other half and discuss: What is this? Do you ever use this type of transportation? Why or why not? Why might other people use this type of transportation?</p> <p><i>PK.AC.2. Demonstrates they are building background knowledge</i></p>	<p>Share the following rhymes with the class, pausing for children to generate the word in parentheses. Have pictures or models of the objects in front of you as a visual.</p> <p>I’m thinking of something that has two wheels. It rhymes with hike. It is a (bike).</p> <p>I’m thinking of a vehicle that can carry lots of people. It rhymes with fuss. It is a (bus).</p> <p>I’m thinking of a vehicle that drives on the street. It rhymes with far. It is a (car).</p>	<p>Use the pictures children drew to illustrate how they get to pre-K to create a class graph. Invite children to attach their pictures to the graph or make their own mark on the graph, if desired.</p> <p><i>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</i></p>	<p>Invite the children to pretend to use many different types of transportation. Make sure every child has enough space to do the exercises.</p> <p>Ride a bike: lay on back and pretend to pedal.</p> <p>Row a boat: sit, legs in a V, pretend to row.</p> <p>Run: run in place.</p> <p>Fly a helicopter: circle arm round and round above head like a propeller.</p> <p>Rocket ship: count down and blast off.</p> <p>Add other types of</p>	<p>Refer children back to the graph they created about how they get to pre-K. Help them think critically about each mode of transportation represented. Which is fastest? Why? Which is slowest? Why? Listen to their reasoning and encourage discussion between children.</p> <p><i>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</i></p>

WEEK ONE

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Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
		<p>I'm thinking of something that carries babies. It rhymes with polar. It is a (stroller).</p> <p>As an extension, encourage children to come up with another word that rhymes with the transportation word. Additionally, interested children can share if/when they have used each mode of transportation.</p> <p><i>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</i></p>		<p>transportation as desired. Ask children when they use these different types of transportation and why each type might be useful.</p> <p><i>PK.PDH.2. Uses sensory information to plan and carry out movements</i></p>	
<b>Foundational Text</b>	<i>The Lost Property Office</i> by Emily Rand				
<b>Supporting Text</b>	<i>My Papi Has a Motorcycle</i> by Isabel Quintero	<i>Subway</i> by Christoph Niemann	<i>Mama Zooms</i> by Jane Cowen-Fletcher	<i>Saturday</i> by Oge Mora	<i>The Bus for Us</i> by Suzanne Bloom



WEEK ONE

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

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Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Small Groups</b></p> <p>Implement at least two of the three small group activities per week.</p> <p><i>Small groups can be implemented during center time or at another time during the day. Invite 2-4 children to participate at a time. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate. Each small group should not exceed 10 minutes in length. Work with a couple of groups per day and spend the remainder of the time engaging with children in the interest areas.</i></p>	<p>LITERACY SMALL GROUP</p> <p>Invite children to share how they get to pre-K. Ask them to draw a picture to illustrate and add their own text or dictate text to a teacher. After children finish drawing and sharing, compare and contrast how each child in the group gets to pre-K. Encourage children to make connections between their drawings and books and other materials throughout the class (e.g. finding pictures or words that might match parts of their drawing). Save the children's drawings for the Wednesday Whole Group activity.</p> <p><i>PK.AC.6. Demonstrates</i></p>	<p>MATH SMALL GROUP</p> <p>How many is this? Place three transportation manipulatives or small vehicles on a piece of paper on the floor where all children can see. Ask children how many vehicles they see. After it establishing that there are three vehicles, add another and ask the children how many vehicles there are now. Clear the paper and repeat with other amounts based on children's abilities.</p> <p><i>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add two more, how many</i></p>	<p>SMALL GROUP #3</p> <p>Invite children to use the maps in Section XI: Appendices and small vehicles to tell a story. Encourage them to share a story with a teacher or peer. Help children make intentional choices about what type of vehicle to use in their story and why.</p> <p><i>PK.AC.1. Demonstrates motivation to communicate</i></p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p>Between Monday and Thursday, implement two to three small group activities.</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p>CATCH-UP DAY</p> <p>Use this as an opportunity to complete small groups with children you may have missed throughout the week.</p> <p>Children to work with today (initials):</p>

WEEK ONE

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

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Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><i>their ability to represent ideas using a variety of methods</i></p> <p>See page 40 for lesson plan.</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p>	<p><i>apples do we have all together?)</i></p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>		

WEEK ONE

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

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Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
	Group 5:				
<b>Outdoors</b>	See Section IV, Ideas for Learning Centers.				
<b>Lunch</b>	Talk about foods transported on vehicles. For example, if someone is eating a banana, talk about how the banana got from where it grew, to the pre-K classroom. If someone is eating an apple, talk about how the apple got to the classroom. If lunch is provided and served in the classroom, discuss how it gets to the classroom. Does it come on a cart? Does someone carry it? <i>PK.SOC.7. Develops a basic understanding of economic concepts within a community</i>				
<b>Centers</b>	See Section IV, Ideas for Learning Centers.				
<b>Opportunities for differentiation and integration of goals for children with IEPs</b>	To be completed as needed by teachers.				

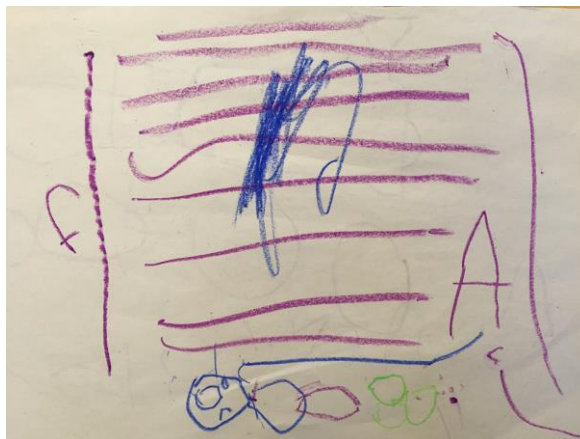
## VIII. Student Work Samples

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

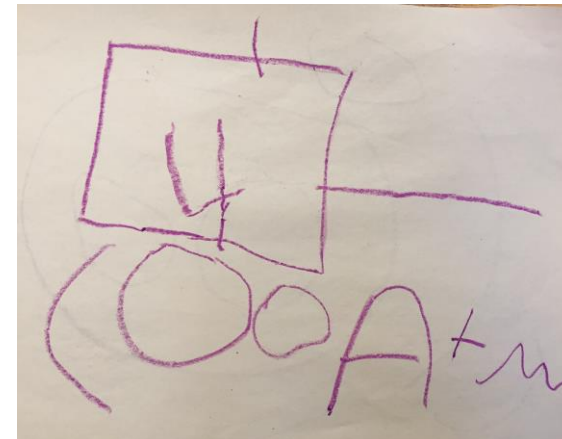
### Example 1: How Did You Get to Pre-K Today?

Activity Type: Small Group

NYSPLS Standard: *PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods*



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



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

## Example 2: Model Vehicle

Activity Type: Culminating Experience

NYSPLS Standard: PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts



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

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

---



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

---



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

---



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

---

## IX. Supporting Resources

### Teacher Texts

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

by Ann S. Epstein

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

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

*Ramps and Pathways Developmentally Appropriate, Intellectually Rigorous, and Fun Physical Science* by Betty Zan and Rosemary Geiken

### Teacher Websites

The Henry Ford Museum Driving America Online Exhibit

<http://www.thehenryford.org/exhibits/drivingamerica/DrivingAmerica.aspx>

The New York Transit Museum

<http://web.mta.info/mta/museum/>

The New York Transit Museum Pre-K-Grade 2 Teacher Resource Center

<http://www.transitmuseumeducation.org/trc/curriculum/gradespreK2>

Safety on the MTA

<http://web.mta.info/safety/>

The Intrepid Sea, Air and Space Museum Complex

<http://www.intrepidmuseum.org/>

### Music: Songs with Lyrics

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

#### Row, Row, Row Your Boat

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

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

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

#### Additional Song Titles

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

# X. Foundational Learning Experiences: Lesson Plans

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

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

**Type:** Small Group Activity

<b>Unit of Study:</b> Transportation	<b>Focus Question:</b> What kinds of transportation do I use and why?
<b>Objective:</b> Children will be able to visually represent what type of transportation they used to get to pre-K	
<p><b>NYSPLS Focus Standard:</b>  <i>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</i></p> <p><b>Additional NYSPLS Standard:</b>  <i>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.</i></p>	<p><b>Link to Authentic Assessment Systems</b></p> <p>WSS: II.D.1 Represents ideas and stories through pictures, dictation, and play            TSG: 14. Uses symbols and images to represent something not present.            COR: R. Writing</p>
<p><b>Materials:</b>            index cards, drawing or writing utensils such as crayons, markers or colored pencils</p>	<p><b>Vocabulary:</b>            bicycle, bus, car, express, fare, feet, local, MetroCard, scooter, skateboard, stroller, subway, taxi, train, truck, van, vehicle, wagon</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Ask children to think about the things they did this morning. Pause and let them think for a moment. Model sitting quietly and thinking.</p> <p><b>Beginning:</b>            Share some of the things you did this morning. List a couple, and then highlight how you got to your classroom. For example, “I woke up when my alarm clock went off. After breakfast, I brushed my teeth. I put on my favorite sweater, and when I was finally all ready to go I walked to pre-K.”</p>	



<b>Unit of Study: Transportation</b>	<b>Focus Question: What kinds of transportation do I use and why?</b>
<p><b>Middle:</b></p> <p>Point out the way you got to pre-K and then ask children how they got to pre-K. Invite them to share, if desired.</p> <p>Give each child an index card and ask them to draw a picture of how they got to pre-K.</p> <p>Invite children to add text to their drawings. They can write how they got to school or they can share with you and you can write it for them.</p> <p><b>End:</b></p> <p>Look at the children’s drawings together and discuss. How did each child get to school? What do you notice about how each child got to school?</p> <p>Help the children sort the cards according to the way they traveled.</p> <p>Save the cards to use in the Whole Group graphing activity on Wednesday.</p>	
<p><b>Assessment:</b> What does the child include in their visual representation? What information do they verbally describe?</p>	
<p><b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.</p> <p><b>For children who need additional support:</b> Provide pictures of different ways children in your community get to pre-K. Allow these children to look at the pictures and select the picture that demonstrates how they got to pre-K today.</p> <p><b>For children who are ready for a challenge:</b> Encourage these children to add their own text to their drawings or create separate pictures depicting how other members of their families get to school or work. Encourage children to make connections between their drawings and books and other materials throughout the class, for example finding pictures or words that might match parts of their drawing.</p>	
<p><b>Children with IEPs:</b> How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>	
<p><b>Teacher Tip:</b></p> <p>Save the pictures the children create. These pictures will be used in a graphing activity later in the week.</p>	
<p><b>Teacher Reflection:</b> What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?</p>	

Unit of Study: Transportation	Focus Question: What kinds of transportation do I use and why?
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### Assessment Opportunity

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

NYSPLS Focus Standard:  
*PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods*

Authentic Assessment Alignment:  
 WSS: II.D.1 Represents ideas and stories through pictures, dictation, and play  
 TSG: 14. Uses symbols and images to represent something not present.  
 COR: R. Writing

Child's name	Included in visual representation	Included in verbal description	Notes

Child's name	Included in visual representation	Included in verbal description	Notes

Child's name	Included in visual representation	Included in verbal description	Notes

## Lesson: Transportation Graph

Type: Whole Group Activity

Unit of Study: Transportation	Focus Question: How are various modes of transportation similar and different?
Objective: Children will compare quantities.	
<p><b>NYSPLS Focus Standard:</b>  <i>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)</i></p> <p><b>Additional NYSPLS Standard:</b>  <i>PK.AC.3 Demonstrates understanding of what is observed</i></p>	<p><b>Link to Authentic Assessment Systems:</b></p> <p>WSS: III.B.2 Shows beginning understanding of number and quantity            TSG: 20 b. Quantifies            COR: S: Number and counting</p>
<p><b>Materials:</b></p> <p>Pictures of various modes of transportation. You will need a different mode of transportation for each child. See Section XI: Appendices for suggestions.</p> <p>Graph with three separate headings, "Air," "Land" and "Water."</p>	<p><b>Vocabulary:</b></p> <p>airplane, bicycle, bus, car, feet, ferry, fly, helicopter, run, scooter, skateboard, subway, taxi, train, truck, walk, wheelchair</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Pretend to make a toy car fly in front of the children. Ask the children if cars can fly. Why not? Invite children to share their thoughts.</p>	

<p><b>Unit of Study: Transportation</b></p>	<p><b>Focus Question: How are various modes of transportation similar and different?</b></p>
<p><b>Beginning:</b></p> <p>Summarize the discussion on why cars cannot fly.</p> <p>Ask children to share some types of vehicles that do fly.</p> <p>Ask children to share some types of vehicles that move in the water.</p> <p><b>Middle:</b></p> <p>Tell children you are going to give them a picture of a vehicle or something used for transportation.</p> <p>Pass out the pictures of various modes of transportation.</p> <p>Tell children to look at the picture and think about how and where this type of transportation moves. Does it move through the air, drive on land or move through water?</p> <p>Give children some time to think about this question.</p> <p><b>End:</b></p> <p>Invite children to place their pictures in the appropriate place on the graph.</p> <p>Count the number of pictures in each column. Which column has the most pictures? The fewest? Do any of the columns have the same number of pictures?</p>	
<p><b>Assessment:</b> Can the child identify which column has the most pictures? The fewest? The same?</p>	
<p><b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.</p> <p><b>For children who need additional support:</b> Show these children the chart beforehand and model placing a few pictures on the chart. Have them practice and give them a familiar card for the whole group activity.</p> <p><b>For children who are ready for a challenge:</b> Challenge these children to think of a mode of transportation that is not provided.</p>	
<p><b>Children with IEPs:</b> How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>	
<p><b>Teacher Tip:</b> Be intentional about the number of pictures selected for each category. Select an amount that best meets the abilities of the class.</p>	

Unit of Study: Transportation	Focus Question: How are various modes of transportation similar and different?

**NYSPLS Focus Standard**

*PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)*

**Authentic Assessment Alignment**

WSS: III.B.2 Shows beginning understanding of number and quantity

TSG: 20 b. Quantifies

COR: S: Number and counting

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

**Assessment Opportunity**

Whole Group Experience: Transportation Graph

Child's name	Identifies most	Identifies fewest	Identifies equal	Notes

Child's name	Identifies most	Identifies fewest	Identifies equal	Notes



## Lesson: Foundational Text Read Aloud

Type: Whole Group Activity

<b>Unit of Study:</b> Transportation	<b>Focus Question:</b> Who operates the vehicles in my community?
<b>Objective:</b> Students will engage with text by listening and answering text-related questions.	
<b>NYSPLS Focus Standard:</b> <i>PK.AC.1. Demonstrates motivation to communicate</i>  <b>Additional NYSPLS Standard:</b> <i>PK.ELAL.5. [PKR.1] Participates in discussions about a text</i>	<b>Link to Authentic Assessment Systems:</b> WSS: II.C.4 Recounts some key ideas and details from text. TSG: 18a. Interacts during read alouds and book conversations. COR: M: Listening and comprehension.
<b>Materials:</b> <i>Harbor</i> by Donald Crews <i>Flying</i> by Donald Crews <i>Truck</i> by Donald Crews <i>School Bus</i> by Donald Crews	<b>Vocabulary:</b> airplane, airport, ambulance, bus, crossing guard, driver, ferry, fire engine, firefighter, harbor, operator, pilot, school bus, truck, tugboat
<b>Procedure:</b> <b>Hook:</b> Show children the cover of the book. <b>Beginning:</b> Share the title of the book. Share the author’s name as well as the illustrator. Ask the children what they think this book is about. <b>Middle:</b> Read one of the books to the children. Pause throughout the book to ask the questions suggested in Section VI: Inquiry and Critical Thinking Questions for Foundational Texts-.	

<b>Unit of Study: Transportation</b>	<b>Focus Question: Who operates the vehicles in my community?</b>
<p><b>End:</b>          Ask children to think about the vehicle(s) in the book.          Ask children if they have ever seen any of these vehicles. Where did they see them? What were the vehicles doing? Who was driving the vehicles? Would they like to drive any of these vehicles? Why?</p>	
<p><b>Assessment:</b> How did the child participate in the read aloud? What did they say, do, ask, etc.?</p>	
<p><b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.</p> <p><b>For children who need additional support:</b> Read a small selection of pages rather than the entire book.</p> <p><b>For children who are ready for a challenge:</b> Invite children to create their own books in the writing center about vehicles and their drivers.</p>	
<p><b>Children with IEPs:</b> How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>	
<p><b>Teacher Tip:</b>          Start by reading one of the Donald Crews books aloud to the class. Ask the Level 1-Level 3 questions during the read aloud.          If children are interested, read more of the Donald Crews books to the class.          After reading several/all of the books, ask the Level 4 questions.</p>	
<p><b>Teacher Reflection:</b> What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?</p>	

## Assessment Opportunity

Experience: Foundational Text Read Aloud

NYSPLS Focus Standard

*PK.AC.1. Demonstrates motivation to communicate*

**Authentic Assessment Alignment**

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

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

COR: M: Listening and comprehension

Child's name	Engages with the read aloud by	Notes

Child's name	Engages with the read aloud by	Notes

## Lesson: Staying Safe

Type: Whole Group

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

Unit of Study: Transportation	Focus Question: How do we stay safe when using transportation?
<p><b>End:</b></p> <p>Thank the visitor for coming.</p> <p>Transition to the next activity by asking children to share one thing they remember from the visit.</p>	
<p><b>Assessment:</b> What transportation safety rules does the child seem to understand?</p>	
<p><b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support</p> <p><b>For children who need additional support:</b> Some children may need support in participating in a whole group experience with a visitor. Introduce the visitor to these children beforehand so that they become more familiar. Children can sit with a teacher or hold something that comforts them during the visit.</p> <p><b>For children who are ready for a challenge:</b> These children can “read” the questions that they surfaced or share aspects of their learning about transportation and safety with the visitor. After the visit, children can draw/write about their favorite part of the visit.</p>	
<p><b>Children with IEPs:</b> How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>	
<p><b>Teacher Tip:</b></p> <p>This lesson plan can be used with crossing guards or any other visitor related to safety: safety officer, police officer, etc.</p> <p>After the visit, have the children draw and write a thank-you note to send to the visitor.</p> <p>To schedule a police officer visit to the classroom, contact the NYPD Community Affairs Bureau Youth Services at 718-834-8824.</p>	
<p><b>Teacher Reflection:</b> What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?</p>	

## Assessment Opportunity

Whole Group Experience: Staying Safe

NYSPLS Focus Standard:

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

Authentic Assessment Alignment

WSS: 1c. Regulates own emotions and behaviors

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

COR: K. Personal care and healthy behavior

Child's name	Safety rules understood:	Notes

Child's name	Safety rules understood:	Notes



## XI. Appendices

### Appendix A: Transportation Graph

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

## Appendix B: Map

