

# SEEDS

Skill-based Educational Experiences Delivery System

## **BOOK #27**

## **TRANSPORTATION**

by

**Barons Bilingual First Books**

### **Materials**

**Vocabulary Word Cards**

**No Purchased Materials**

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# SEEDS

## Session 1 - Steps to Success

*Transportation, Barron's Bilingual First Books*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *bicycle, car, truck, boat, bus, fire engine, motorcycle, tractor, digger, airplane, train.*
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards.

### Introduction of Book

- Show the children the cover of the book and ask them to identify what is pictured on the front cover. Point to the car and ask the children to identify it. Tell the children that the book is about vehicles that take us places.
- Ask the children to identify some vehicles that they use to move around.
- Identify the title of the book.

### Reading Aloud

- Tell the children that people ride in cars when they want to go places. That is called transportation.
- Introduce the Vocabulary Word Cards – *bicycle, car, truck, boat, bus, fire engine, motorcycle, tractor, digger, airplane, and train.* Give a child-friendly definition for each word.
- Read the book.
- While reading the book, match the Vocabulary Word Cards to the pictures in the book.
- **While reading the book**, ask the following questions:
  - How many wheels does a bicycle have? (two)
  - Does a boat move on land or on the water? (water)
  - Does a bus carry many people? (yes)
  - Where do you see an airplane? (in the sky)

### After Reading

- **After reading the book**, ask the following:
  - Name one land vehicle. (car, bicycle, truck, fire engine, bus, train, motorcycle, tractor, digger)
  - Name one water vehicle. (boat)
  - Name one air vehicle. (airplane)





## Conversations and Vocabulary Development

- Activity 1** Ask the children to think about vehicles that they read about in the book and tell you which vehicles had wheels on them. (bicycle, car, truck, bus, fire engine, motorcycle, tractor, train) Sing the **Wheels Go Round** song with the children.

### **Wheels Go Round**

(Tune: Here We Go Round the Mulberry Bush)

This is the way the wheels go round. (make circles with hands)

Wheels go round, wheels go round.

This is the way the wheels go round,

Wheels go round on a \_\_\_\_\_. (car)

Continue singing the song using additional wheeled vehicles.

- Activity 2** Tell the children that some of the transportation vehicles were **land** vehicles, some were **water** vehicles, and some were **air** vehicles. Ask them to think of examples for each category.

## Conversations and Language Enhancement

- Activity 1** Place the Vocabulary Word Cards on the table. Ask the children to identify each of the cards. Ask them to place the cards in three categories: land vehicles, water vehicles, and air vehicles.

- Activity 2** Tell the children to put on their “thinking caps” and answer the following questions about land vehicles, water vehicles and air vehicles:

- Where would you drive a bicycle? (on land)
- Where would you drive a car? (on land)
- Where would you fly an airplane? (in the air)
- Where would you paddle a boat? (on water)
- Where would you drive a tractor? (on land)
- Where would you sail a boat? (on water)
- Where would you drive a train? (on land)

- Activity 3** Tell the children they are going to pretend they are air vehicles. Talk about how airplanes fly in the air. Ask the children to walk around while moving their arms up and down. Other air vehicles are helicopters, jets, and rockets. Sing the **Airplane** song with the children.

### **Airplane**

The airplane has great big wings. (arms outstretched)

The propeller spins round and round. (move arms around)

The airplane goes up. (lift arms) The airplane goes down. (lower arms)

The airplane flies high, all over town. (hold arms up)

# SEEDS

## Session 2 - Steps to Success

### *Transportation, Barron's Bilingual First Books*

#### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *bicycle, car, truck, boat, bus, fire engine, motorcycle, tractor, digger, airplane, train.*
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards.

#### Introduction of Book

- Ask the children to tell you what the word transportation means. (Using vehicles to move and goods)
- Identify the title of the book.

#### Reading Aloud

- Ask the children to identify several of the vehicles that they read about in the book.
- Read the book.
- While reading the book, match the Vocabulary Word Cards to the pictures in the book.
- **While reading the book**, ask the following questions:
  - If I wanted to take a very long trip, what vehicles could I use? (airplane, train, car, bus)
  - If I wanted to take a trip on the water, what vehicle would I use? (boat)

#### After Reading

- **After reading the book**, ask the following questions:
  - Have you ever taken a trip on a bus? Tell us about it.
  - Have you ever taken a trip on a train? Tell us about it.
  - Have you ever taken a trip on an airplane? Tell us about it.

#### Conversations and Vocabulary Development

**Activity 1** Tell the children that they read about land vehicles, air vehicles and water vehicles. Tell them that many of the vehicles had wheels to help them move. Place the Vocabulary Word cards on the table. Point to and say the name of each of the vehicles. Ask the children to answer the following questions.

- How many wheels does a bicycle have? (two)
- How many wheels does a car have? (four)
- How many wheels does a truck have? (four)
- How many wheels does a motorcycle have? (two)
- Does an airplane have wheels? (yes)





- Activity 2** Place the car, airplane and boat Vocabulary Word Cards on the table. Sing the **Transportation** song with the children.

### **Transportation**

**C A R, C A R**, that's how you spell car. (point to car)  
**A I R P L A N E, A I R P L A N E**, that's how you spell airplane. (point to airplane)  
**B O A T, B O A T**, that's how you spell boat. (point to boat)  
Land, air and water vehicles,  
Transportation helps us move.

## **Conversations and Language Enhancement**

- Activity 1** Tell the children that a train is a land vehicle that takes people to different places. Trains also haul large and heavy things, such as cars and food. Remind children that a train is a vehicle that moves items from one place to another. Ask the children to think of many things that can be hauled and transported in a train.
- Activity 2** Place the Vocabulary Word Cards on the table. Ask each child to pick two cards. Ask the children to make up a short story using the words on their cards. Share the stories with each other.
- Activity 3** Play the **I Am Thinking** game with the children. Ask the children to listen as you give the following clues.  
**Clues:**
- **I Am Thinking** about the type of land vehicle that has 4 wheels, is the color red, and is used to help put out fires. The word begins with the letter **f**. (fire engine)
  - **I Am Thinking** about the type of vehicle that floats on the water and begins with the letter **b**. (boat)
  - **I Am Thinking** about the type of vehicle that has wings and takes people on vacations. The word begins with the letter **a**. (airplane)
- Activity 4** Remind the children that the book was about vehicles that move people from place to place. Give each child a topic and ask him/her to make up a full sentence describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.
- Story Starter 1** Pretend you are going on a train trip. Where are you going?
- Story Starter 2** Pretend you are a pilot on an airplane. What would you tell the people on your plane?
- Story Starter 3** You want to go on a picnic with your family, but the park is many miles away. How will you get there?