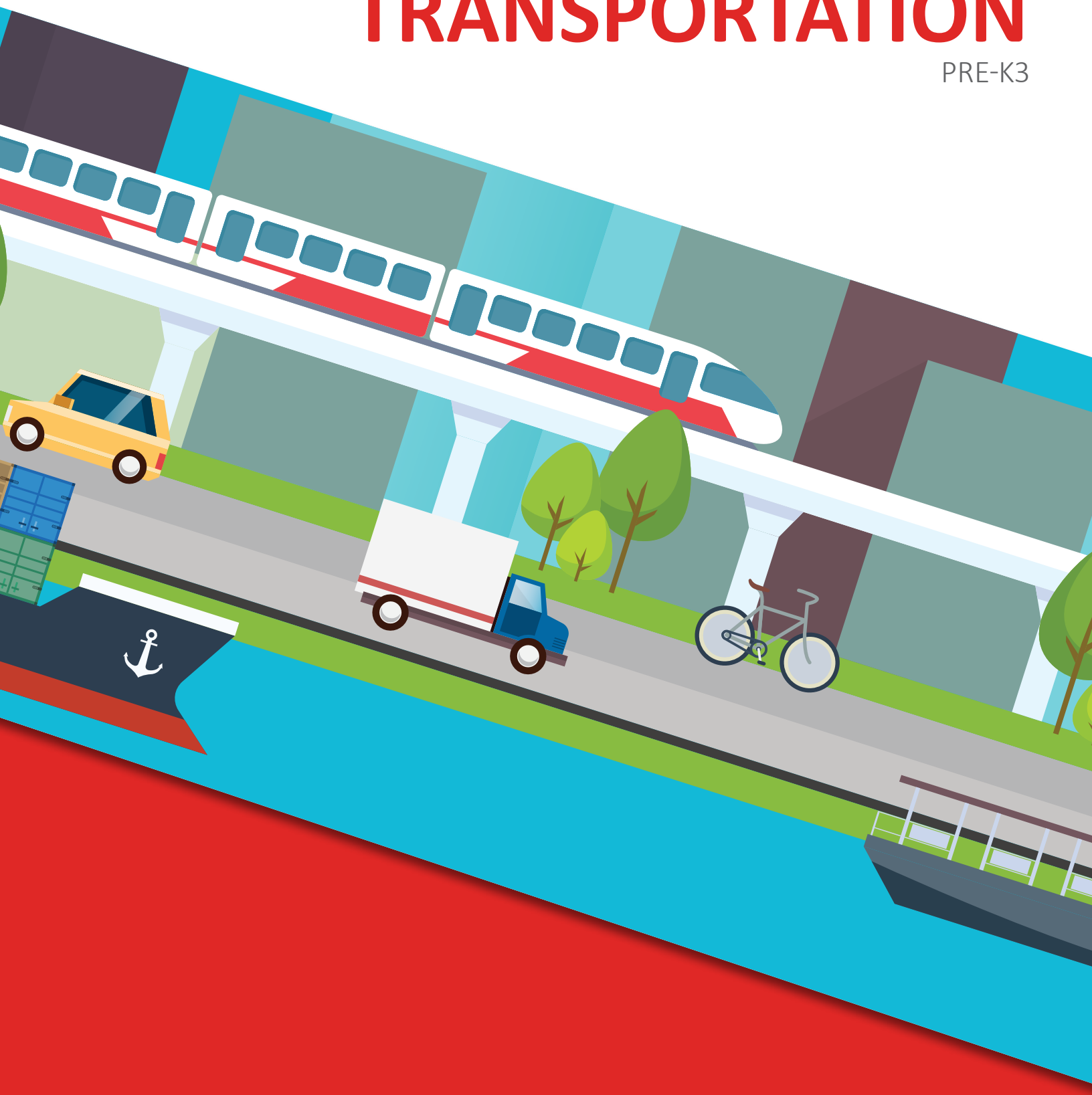
TRANSPORTATION

PRE-K3



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Language and Literacy

Letter Formations: Themed Alphabet

EZ.008.LA.1001-1002

Activity Type:
Free Choice

Objective:
Students will begin to understand letter directionality by writing letters in unconventional ways.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Students learn letter formations by engaging in pre-writing activities and through regular exposure to printed letters. Environmental print, reading, and storytelling activities help children become familiar with the shapes of letters and association with spoken language. Tracing and imitation activities help children learn to form letters in unconventional ways.

WHAT TO DO

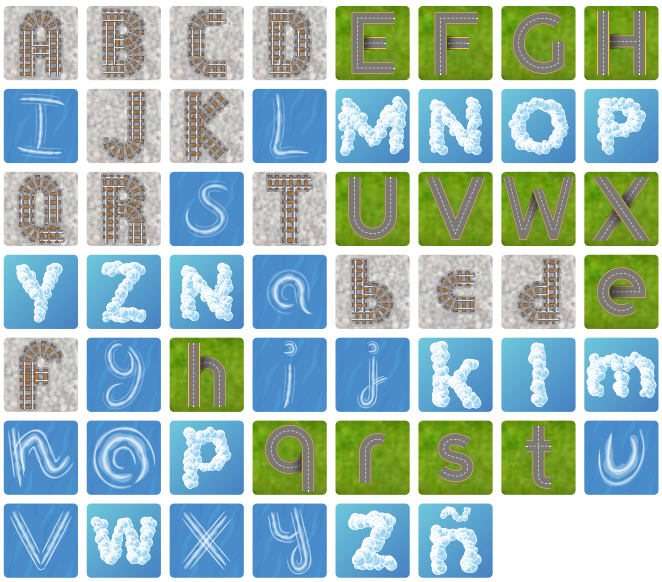
Introduce the letter formation cards by incorporating them into both small and large group activities. Naturally highlight the letters while reading books, signing songs, and playing games. Set up a free choice center with the cards and counters, demonstrating how to trace the letter with the appropriate transportation counter.

PLAY TIPS

- Use the counters to group, sort, create patterns, classify, and count.
- Rotate the types of materials students use to trace the letters. Students can use Play Doh, erasers, stickers, or even their finger.

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Mathematics

Counting People: Number Cards

EZ.008.LA.1003-1004

Activity Type:
Free Choice or Small Group

Objectives:
Students will recognize numbers 1-10.
Students will develop one-to-one correspondence.

Each themed classroom includes themed number cards. A featured activity will be included with each set of themed number cards. Transportation gets people from one place to another. We use transportation like cars, trains, buses and bikes every day to get to school, work, and stores. Children practice one-to-one correspondence using transportation themed counting cards and manipulatives. By repeating this activity multiple times, students can enhance their comprehension as they engage with it in new ways each time.

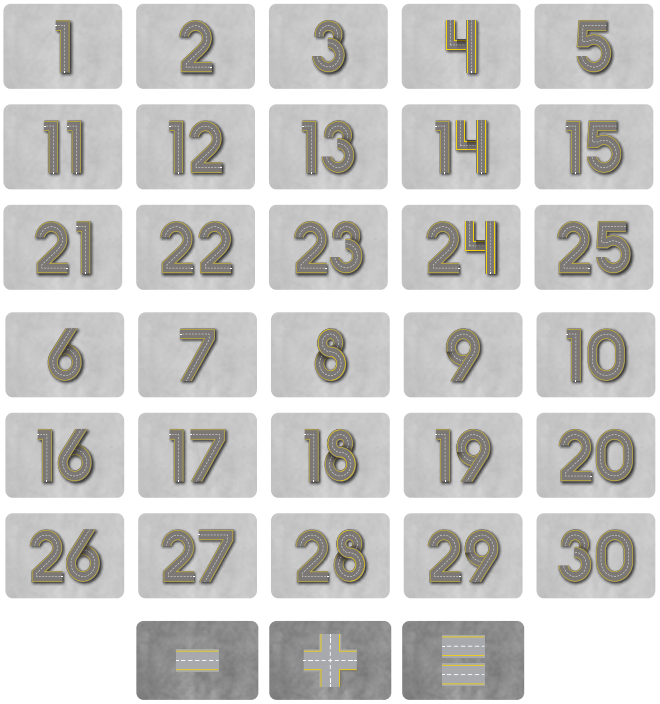
WHAT TO DO

Introduce the transportation number cards as a small group or free-choice activity. Students can either add the correct number of manipulatives to the cards by counting on their own, or the educator can call out the number and count together with them. As a challenge, encourage students to use the addition and subtraction symbols to add or subtract number cards and manipulatives.

PLAY TIPS

- Use the people manipulatives to make patterns or identify colors.
- Have students make a people chain and count as they add more people. Have students take people away and determine number of people as items are removed.

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Mathematics

Counting and Measurement

EZ.008.LA.1005

Activity Type:
Free Choice and Small Group

Objectives:
Students will count items up to 10 with one-to-one correspondence.
Students will begin to add to and take away items.
Students will begin to use nonstandard measurement tools.

Students use counting manipulatives, non-standard forms of measurement like Unifix Cubes, and themed counters, to practice one-to-one correspondence and early practices of measurement using themed math cards. Measurement can be an abstract concept for young children. Manipulatives like blocks, cubes, or cups provide a tangible way to understand concepts like length, and height. By physically comparing and ordering objects, they can build a foundation for understanding measurement units later.

WHAT TO DO

After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience, allow students to freely explore the manipulatives and mats.

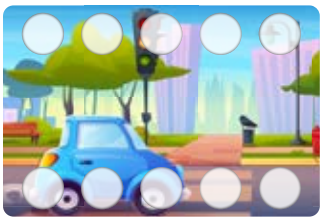
PLAY TIPS

- Use the math manipulatives to reinforce sorting by color and type. Encourage students to count how many are in each category. Encourage students to think of other ways to sort the manipulatives.
- Ask students to use the manipulatives to create patterns. Create simple pattern mats (ABAB, AABB, ABB) for additional support and guidance.

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Mathematics

Making Patterns

EZ.008.LA.1006

Activity Type:
Free Choice and Small Group

Objectives:
Students will recognize common 2-D shapes.
Students will sort by features and attributes.
Students will recognize patterns.

Students explore patterns and properties of shapes as they create whole images using pattern blocks and themed pattern block mats. Pattern blocks boost students' ability to think critically, make predictions, and test their predictions.

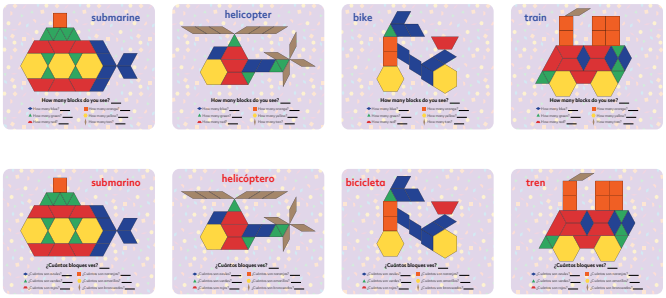
WHAT TO DO

Pattern block mats and pattern blocks work well as a self-directed activity. The intuitive nature requires little direction. Place the mats and pattern blocks out for students to explore freely, encouraging students to match the pattern block shape and color to the correlating space on the whole image.

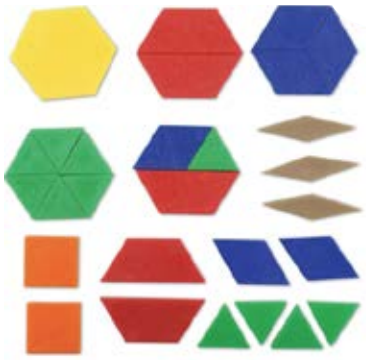
PLAY TIPS

- You can make your own pattern block cards by simply tracing pattern blocks on paper. Create a design using the pattern blocks and place the design on paper. Trace around the outer edge of your design and allow students to fill in the design with pattern blocks.
- Have students take a two-handed scoop of pattern blocks and sort by shape or color. Use graphing paper or a graphing mat to visualize the sorting process.
- Students can use mirrors to create patterns and make observations in the reflections. Ask students to describe what they are seeing as they create patterns in the mirrors.

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Language and Literacy

Pre-Writing Line Tracing

EZ.008.LA.1007

Activity Type:
Free Choice and Small Group

Objectives:
Students will build pre-writing skills by tracing curved, notched, and zigzag lines. Students will recognize directionality in print and writing.

Students work on emergent literacy and transition to letter formations by tracing lines, patterns, and shapes with a theme in a dry erase, reusable format. To connect to fine motor development, students are encouraged to add detail. Themed templates are included for tracing.

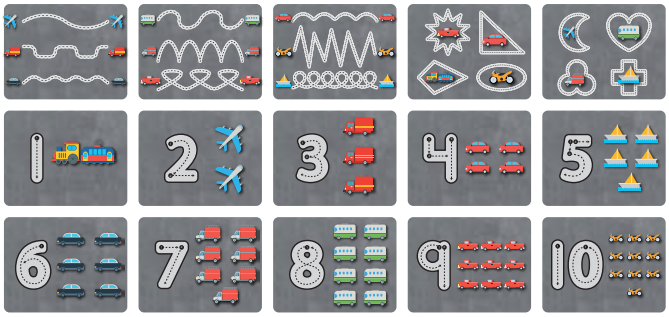
WHAT TO DO

1. Place the dry erase templates in the writing center. Students have the choice to use dry erase markers on the dry erase templates or place paper on the template and trace using a pencil/crayon. Remind students to start from left to right and top to bottom.
2. Encourage students to make their own tracing templates using the dry erase templates as a guide. Students can work on tracing shapes, lines, and numbers by repetitively tracing the same shape, line, or number using a different color crayon each time.

PLAY TIPS

- Include the themed tracing patterns in the writing center to align with other free-choice writing exercises. Using a clipboard will help students control the writing utensil.
- Tape the template vertically, on an easel or teacher board, to encourage the strengthening of fine motor development.

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Language and Literacy

Syllable Awareness

EZ.008.LA.1009

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to blend and segment syllables in words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Recognizing that words can be broken down into syllables or units of sound is a phonological skill.

WHAT TO DO

Introduce the vocabulary cards as a guided activity or free choice center activity. Have students clap the number of beats on the vocabulary card and indicate the number by moving the clip.

PLAY TIPS

- Provide simple instruments to reinforce the number of syllables. Rather than clap the number of syllables in a word, students can shake the number of syllables.
- Students can use their body to emphasize syllables in a word. Have students jump up and down, tap their toes, march in place, do jumping jacks, or tap their head to count syllables.

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Language and Literacy

Connect Links Rhyming Words

EZ.008.LA.1010

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to recognize rhyming words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Rhyming activities help children listen for ending sounds in words, a precursor to phonics activities in late preschool.

WHAT TO DO

In a small group, show students the rhyming cards while identifying each item. Have students say the name of the item. Identify two items that rhyme and model using the link-n-learns to connect the items. You can continue the activity as a small group or place in a free choice center for students to continue individually.

PLAY TIP

Play the rhyming name game. Use made-up words to rhyme with students' names. For example, say "If your name rhymes with misa, touch your head," and Lisa touches their head. This activity works well during circle time or transition periods.

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Language and Literacy

Onset and Rime Awareness

EZ.008.LA.1011

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to identify and segment one-syllable words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Onset and rime activities help children identify patterns in words.

WHAT TO DO

Introduce the picture puzzles as a small group or free choice activity. As a small group exercise, model saying the onset together, the rime together, and the picture that identifies the word. As a free choice exercise, have the students put the pieces together to create a word.

PLAY TIP

Attach beginning and ending sounds to a set (2) of large dice. Have students roll the dice and say the word created, putting the onset and rime together.

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Language and Literacy

Smash Up: Word Bank Words

EZ.008.LA.1012

Activity Type:
Small Group

Objective:
Students will identify and recite word bank words.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Repetitive exposure to word bank words helps students with long-term recognition. Using word bank game cards, students toss a bean bag onto the called word bank word.

WHAT TO DO

1. Spread the word bank game cards out on the floor. Ask a student to stand in a designated spot, toss a bean bag to a word bank word as you call it out, and repeat the word when the bean bag lands. The student can walk over and pick up the word bank game card and bean bag. Rearrange the word bank game cards before the next student's turn.
2. As a variation, students can toss a bean bag to a word of their choosing and say the word. Continue until all the words have been read.

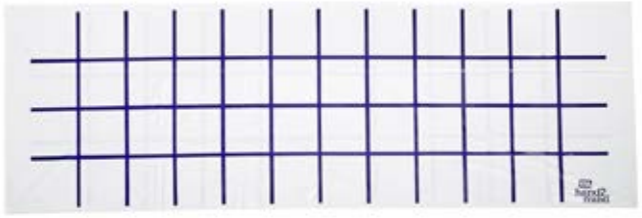
PLAY TIP

Organize the word bank game cards on the graphing mat and number them. Ask students to toss the bean bag to a number and say the word bank word.

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Fine and Gross Motor

Transportation Lacing Cards

EZ.008.LA.1013

Activity Type:
Free Choice and Small Group

Objective:
Students will enhance their hand-eye coordination and fine motor skills through themed lacing activities.

Fine motor development is the growth of small-muscle movements that involve using the hands and fingers together to perform movement. Practicing these movements often is important for young children as they lay the foundation for everyday activities like using utensils, writing, tying shoes, and zipping a coat. Lacing cards is one fine motor activity that children can practice often in the classroom. The themed aspect encourages children to use content-related vocabulary.

WHAT TO DO

Demonstrate how to thread the yarn laces through the holes in the card. Demonstrate to students how to weave the yarn in and out of the holes, ensuring they go all the way around the card. Place the cards in a free-choice center, encouraging children to try on their own. Offer assistance as needed and engage them in conversations about themed vocabulary words.

PLAY TIPS

- Encourage students to use the yarn laces to string large beads, creating a pattern.
- Have students make their owning lacing cards using cardboard and a hole punch. Students can decorate their cards with open-ended art materials.

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Fine Arts

Car Painting

EZ.008.LA.1020

Activity Type:
Free Choice and Small Group

Objectives:
Students will express ideas and experiences through process art.
Students will strengthen their fine motor skills and enhance their executive function abilities.

Process art helps children develop social and emotional skills like self-confidence. Without the expectation of a product, children have the freedom to create, explore, and make observations using art medium. Children are more likely to explain their art, building vocabulary, when it's open-ended and has no restrictions. By using transportation-themed and art materials, students can create choice-driven artwork while developing their expressive language skills.

WHAT TO DO

Provide students with paper, a tray, and paint color(s) of their choosing. Allow students to drop paint onto their paper in various spots. Encourage students to roll a vehicle back and forth to spread the paint. Add more paint as students choose.

PLAY TIPS

- Add vehicles like trains and motorcycles and make comparisons between the tracks in paint.
- Place the paper on a slide or ramp and roll the cars down. Have students make observations.
- Add shaving cream to a tray and encourage students to use the vehicles to draw tracks.

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Play-Based Learning Materials

Fine Arts:



Fine and Gross Motor:



Puzzles:



Games:



Science:



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