TRANSPORTATION



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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

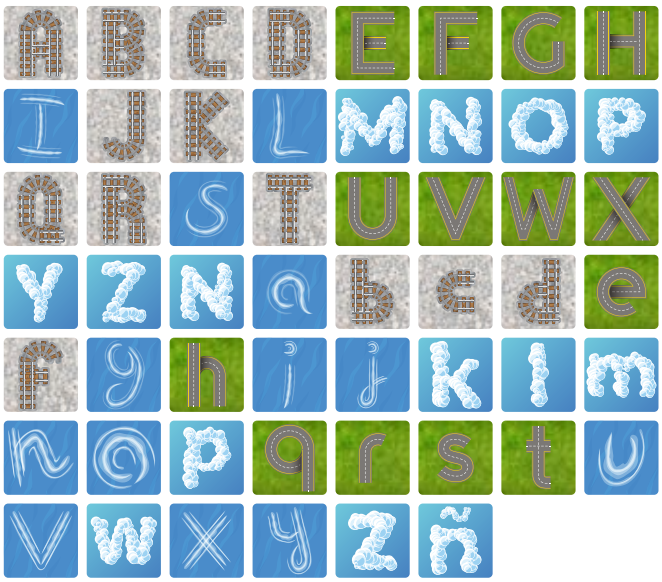
Introduce the letter formation cards by incorporating them into both small and large group activities. Naturally highlight the letters while reading books, signing songs, and playing games. Set up a free choice center with the cards and counters, demonstrating how to trace the letter with the appropriate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

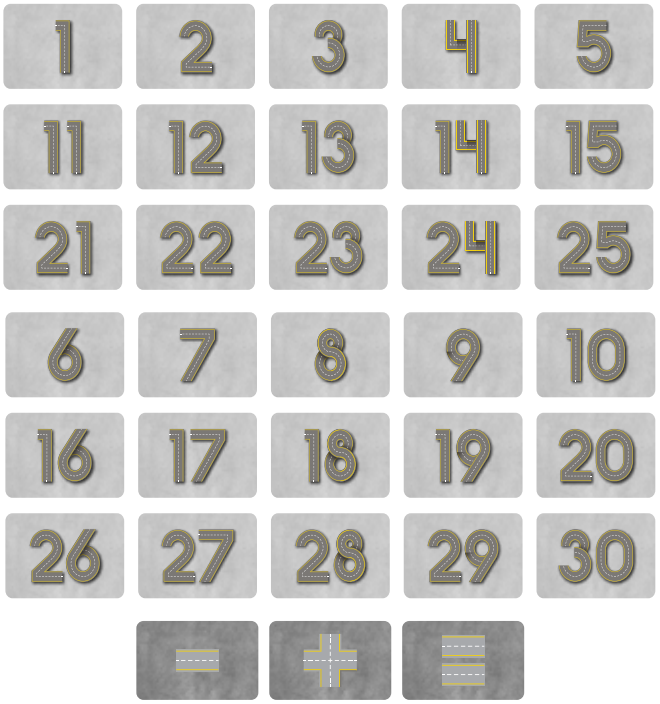
WHAT TO DO

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.

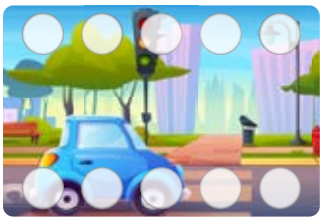
PLAY TIPS

- 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.

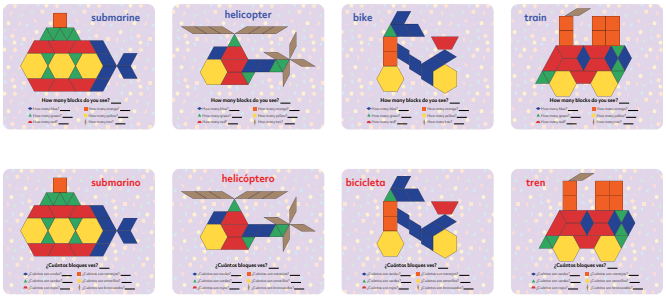
WHAT TO DO

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.

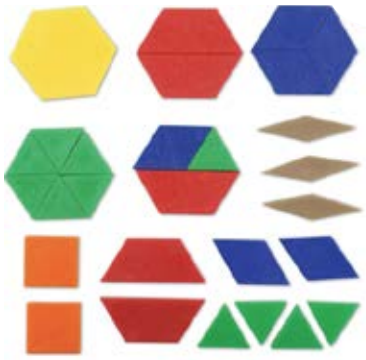
PLAY TIPS

- 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.

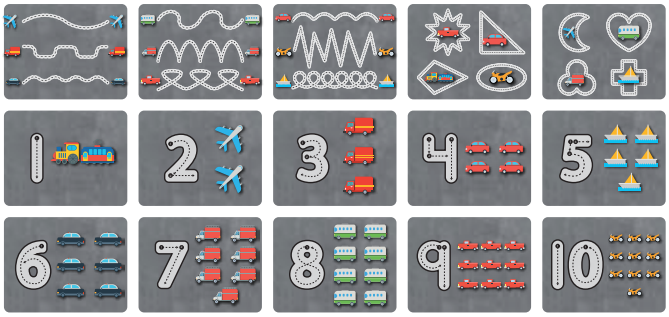
WHAT TO DO

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

Rhyming Awareness

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

Introduce the rhyming cards as a small group or free choice activity. Say the words on the cards together and help students to identify the rhyming pairs. Students can connect the rhyming pairs by placing the cards side by side on the table.

PLAY TIPS

- Play rhyming words with body parts. Have students touch their head, nose, arm, etc. and think of a word that rhymes with the body part.
- Play, *I Spy with My Little Eye*, using target items in the classroom. For example, decide on something in the classroom, like *door* as the target word. Then state, "I spy with my little eye something that rhymes with *floor*." The students look around the classroom for something that rhymes with floor.

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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.

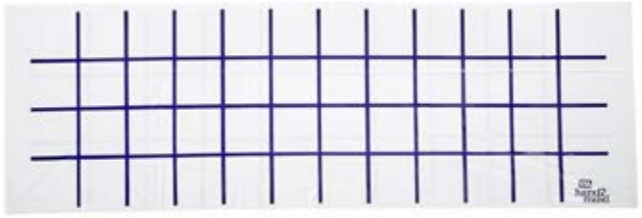
PLAY TIP

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 and Gross Motor

Street Safety

EZ.008.LA.1014

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will build coordination skills as they participate in a sequence of movements.

Rules keep us safe. Students learn the rules of the road by exploring and engaging with large scale road and safety signs through creative and imaginative play. Ride-on trikes add to the exploration and support in the development of gross motor skills.

WHAT TO DO

1. Introduce the road signs and review the meaning behind each. If applicable, have students perform the action as part of the review.
2. Block off an area of the classroom that will serve as the designated “ride-on” area to avoid collision with others (use painter’s tape or string to create boundaries). Encourage students to build a riding course within the designated area, placing the signs along the course. Encourage students to perform the action on the sign as they are riding through the course.

PLAY TIPS

- Take this activity outside to incorporate more space.
- Use orange traffic cones, empty cans, cardboard boxes, and chalk to create an obstacle course inside or outside. Be sure there aren’t any sharp corners or narrow areas that students might find difficult to navigate.

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Fine and Gross Motor

Red Light, Green Light

EZ.008.LA.1015

Activity Type:
Small Group and Large Group

Objectives:
Students will recognize and identify symbols of street safety.
Students will understand the basic functions of street symbols.

Road and vehicle safety rules form the foundation of road safety, and teaching children these rules is essential for their well-being. Road rules keep both pedestrians and vehicles safe. Students can learn the rules of the road through play-based games and activities.

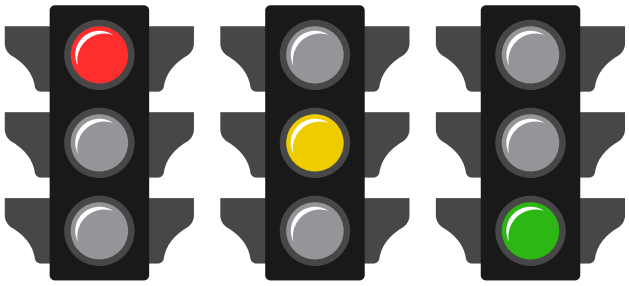
WHAT TO DO

1. Take this activity outside or to a spacious, open area. Review traffic light cards and symbols. Assign students roles, asking them to pretend to be cars or pedestrians.
2. Ask students to form a horizontal line in respect to your location. Hold up a traffic light symbol and prompt students to perform the appropriate action according to their role. During this activity, be sure to emphasize the importance of following traffic signals for both cars and pedestrians.

PLAY TIPS

- As you are taking walks around the playground or neighborhood, point out the many things in place to keep people safe such as traffic lights, stop signs, crosswalks, and crossing guards.
- Have students create additional traffic signs, such as “Do Not Enter,” “Road Work Ahead,” and “Speed Limit XX,” in the writing center.

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Mathematics

Coding: A Helping Hand

EZ.008.LA.1016

Activity Type:
Free Choice and Small Group

Objectives:
Students will investigate the features and characteristics of a basic coding device.
Students will program a path for the coding device using visual cues and prompts.

Sometimes, we need a bit of assistance to move from one place to another. That help can come in physical, emotional, or even digital forms. Young students learn about assistance, direction, and the integration between communication, thinking, and problem solving by manipulating developmentally appropriate coding devices. After learning the term "command," students can program a simple coding device to follow a pathway using digital commands. The directional language students learn during coding exercises, such as "up" and "down," "backward" and "forward," and "left" and "right," can be easily integrated into everyday play. Introducing the basics of coding helps children grasp the digital world around them.

WHAT TO DO

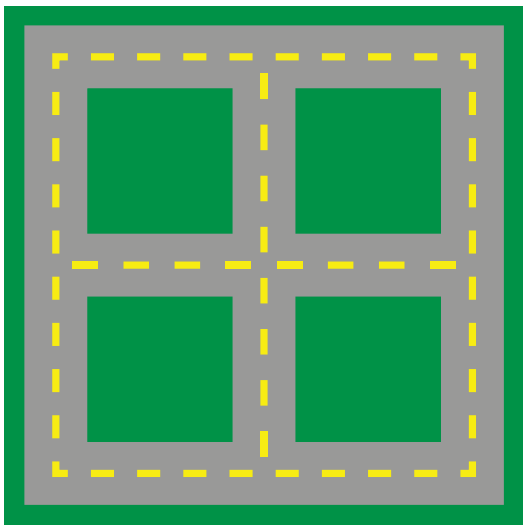
1. Demonstrate how to use the coding device (rescue robot), highlighting the buttons and explaining how to use its functions. Explain to students that by pressing the buttons, we are giving the robot "commands" to move in the direction we choose. Allow students to freely explore the robot and its functions.
2. Position the rescue robot at a starting point on the mat and use the directional arrows to guide students. For example, say, "Move the rescue robot two spaces forward," while holding up the forward arrow twice. Select a destination square on the graphing mat and have students observe and program the robot to reach the target.

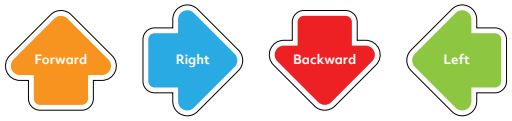
PLAY TIP

Have the students make "destinations" for the robot using art materials. Use the directional cards and graphing mat to guide students through the command and destination process. Students can make a police station, fire station, construction site, or other destination of their choosing.

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Fine and Gross Motor

Bean Bag Toss

EZ.008.LA.1017

Activity Type:
Free Choice and Small Group

Objective:
Students will develop gross motor skills while practicing themed vocabulary.

Gross motor development involves enhancing the coordination of the arms, legs, and entire body. Regular practice of these movements helps children gain better control over their bodies. Activities such as running, hopping, skipping, and throwing are essential for building these foundational skills and should be part of their daily routine. Children improve their hand-eye coordination and throwing skills by tossing a bean bag and aiming at a themed target.

WHAT TO DO

1. Adhere the transportation images to the buckets. Mark the ground with a starting point (using tape or similar) and place the buckets in various locations from the starting point. Start with a shorter distance from starting point and increase distance as students become more comfortable.
2. Have students toss bean bags into the buckets, calling out the image as they toss the bean bag into a bucket. As a variation, educator can call out an image while students toss the bean bag into the matching bucket. As a challenge, ask students to say the first letter of the word, count how many letters are in the word, and think of a word that rhymes.

PLAY TIPS

- Add number images to the buckets and repeat the activity.
- Use balls instead of bean bags and make comparisons. Is it easier to toss a ball or a bean bag? What do you notice as the bean bag (or ball) hits the bucket?

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Mathematics

Land, Water, and Air Sort

EZ.008.LA.1018

Activity Type:
Free Choice or Small Group

Objectives:
Students will organize modes of transportation into student-initiated and educator-initiated groups.

Children develop critical reasoning and problem-solving skills by participating in sorting exercises. Using the classroom flooring, students can sort animal and transportation figures by educator-directed or student-directed categories. Sorting and matching exercises helps develop visual perception skills, thinking, and memory skills.

WHAT TO DO

As a free-choice activity, students can naturally sort by land, water, and air on the classroom flooring. Encourage dramatic play by including people (community members) and other dramatic play materials.

PLAY TIP

You can make your own sorting boards using butcher paper and circle stencils. Trace the appropriate number of circles for categories on the butcher paper and label. Laminate for long-term use. Students can use the animal and transportation figures to sort by educator-initiated categories. Category ideas include sorting by land/water/air, animal habitat, and other physical characteristics.

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Fine Arts

Transportation Dramatic Play

EZ.008.LA.1019

Activity Type:
Free Choice and Small Group

Objectives:
Students will explore and express a range of emotions through dramatic play.
Students will start exploring different professions and careers.

Through play, students learn that transportation relies on people in their community and includes roles such as delivery drivers, mail service, public transportation, and rideshare services! Students can assume new and different roles using dress-up materials, props, and other dramatic play items. Dramatic play and expression are essential for students to learn self-expression, develop empathy, and strengthen social skills.

WHAT TO DO

Set the scene for transportation exploration by introducing the dress-up materials and props. Talk about the ways people help one another get from one place to another, including at home. Provide situations and prompts that help students get into character.

PLAY TIPS

- Encourage students to make supportive materials like tickets for a train or bus ride, faux money, and shipping labels for boxes.
- Invite guests into the classroom to talk about their jobs. Start with parents and extend to community members and partners.

WHAT YOU'LL NEED







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Fine Arts

Car Painting

EZ.008.LA.1020

Activity Type:
Free Choice

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.

WHAT YOU'LL NEED









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Science

Motion: Push and Pull, Fast and Slow

EZ.008.LA.1021

Activity Type:
Free Choice and Small Group

Objectives:
Students will experiment with slope, cause and effect, momentum, and gravity. Students will make scientific observations and predictions.

After reading *Motion: Push and Pull, Fast and Slow* by Darlene Stille, students can experiment with toy cars (with various sized wheels) and the classroom ramp. Educator can reinforce the concepts of force (push and gravity) and elevation by asking questions to encourage critical thinking. Experimenting with the materials allows students to make predictions, observe results, and ask questions. Through this play, they gain a deeper understanding of scientific concepts.

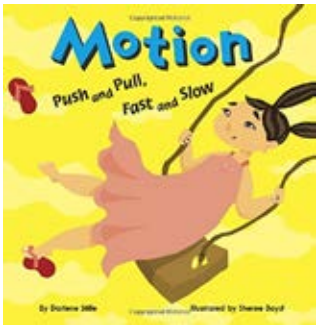
WHAT TO DO

1. Read *Motion: Push and Pull, Fast and Slow* by Darlene Stille, reviewing the concepts of motion throughout (movement, speed, force, and inertia).
2. Have students explore concepts of motion by experimenting with the ramp, cars, and trucks. Compare and contrast observations about what happens, what is the same, and what is different between the types of pulls, pushes, and resistance. Be sure to talk about car material (weight), wheel type (size), and resistance (textured path on ramp), and how they factor into movement.

PLAY TIP

Continue the push/pull conversation by engaging in additional activities around motion. Ask each student to bring in an item from home that they can make roll. Students practice making their item move and then sort by push/pull. Ask questions like, “How does your object move?,” “Can you make it move in a different way?,” and “How did you make it move?”

WHAT YOU’LL NEED









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